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Observing People and Places

Teacher's Annotated Edition

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EXPLORING THE SOCIAL SCIENCES

TEACHER'S GUIDE

for

Observing People and Places

O. L. Davis, Jr.

with

Melvin Arnoff
John A. Blough
Francis P. Hunkins
Curtis Paul Ramsey

AMERICAN BOOK COMPANY

Books in *EXPLORING THE SOCIAL SCIENCES* Series are:

Seeing Near and Far
Observing People and Places
Comparing Ways and Means
Investigating Communities and Cultures
Asking About the U. S. A. and Its Neighbors
Learning About Countries and Societies

The authors wish to express appreciation to Jan Jeter, Instructor, Department of Education, Incarnate Word College, San Antonio, Texas, for assistance in research and writing.

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Introducing the Series

EXPLORING THE SOCIAL SCIENCES is designed to provide pupils with basic understandings of their own country and their world. The series includes both traditional and inquiry-oriented material. The rationale for this balance of traditional and inquiry-based material is twofold: First to provide pupils with those understandings necessary for gaining a perspective about the world in which they live. Second, the introduction of inquiry-oriented material confronts the pupils with new situations to which they are required to offer solutions based on logical thinking processes rather than reliance on memory.

Today much talk is directed at *discovery* and *inquiry*. Often the words are used as slogans to mean that one favors the active involvement of pupils in their own learning. One point needs clarification: discover and inquiry in elementary classes must be *guided* activities. Pupils are not going to engage in pure inquiry identical to that of the scholars. Also, discovery learning is both an *inductive* and a *deductive* process. Students gather data for formulating concepts and generalizations from reading the text and reacting to the various charts, pictures, and maps. However, students should also be provided with questions to challenge them to seek further information outside the text.

The guide material that follows this introduction suggests ways to guide pupils to the formulation of *concepts* and *generalizations* from data encountered in the unit. When pupils have formulated tentative concepts and generalizations, they can then use these abstractions as premises to check additional information encountered in the units. Pupils are thus active both inductively and deductively, going from the specific to the general and then using the general information to test situations encountered later. Teachers using units in this series should remember that regardless of whether the pupil is proceeding inductively or deductively, he is actively engaged in reading material both written and pictorial. Also, he is dealing with the unit text not as an end, but rather as a device to provide data and insights to enable him to continue study in related areas.

EXPLORING THE SOCIAL SCIENCES is a *multidisciplinary program*. History, geography, sociology, anthropology, archaeology, political science, and economics are stressed in these units. Other disciplines such as philosophy, urbanology, religion, language, and the arts are considered. Although each unit of study approaches its subject from the vantage point of many different disciplines, the stress is placed on the several disciplines most relevant to the material discussed. The net result of this approach is the pupils' understanding that any given area of study may be explored valuably using many different criteria.

The wide range of social science *processes* is explored in these units. The goal of EXPLORING THE SOCIAL SCIENCES is not to make miniature social scientists out of our young people. Rather, the emphasis on processes in the series is a means of enabling pupils to achieve a degree of independence in working with concepts and generalizations and in analyzing various social science phenomena.

In each unit pupils are presented with expository material. They are asked to deal with this material by using many different processes. Questions, activities, and the illustrative materials in the form of pictures, charts, and maps are designed so that the pupil will examine and expand the expository material by using various social science processes.

The units in the EXPLORING THE SOCIAL SCIENCES series have been designed to be relevant to a wide range of pupils. There are many types of learning tools in each unit—narrative and visual, expository and inquiry—effective with different aspects of a young person's learning capacity. The units also are relevant to pupils with different life experiences. Throughout the series there is a focus on the urban environment and its inhabitants. However, the open-ended questions and activities in each unit allow the pupil from any environment to engage in contrastive analysis, whether comparing his own environment to an urban one, or his own urban environment to that in another society.

ADDITIONAL SERIES INNOVATIONS

The Use of Questions

Throughout EXPLORING THE SOCIAL SCIENCES, questions are employed not only to test knowledge and comprehension, but also to allow students to work at higher cognitive levels. Interspersed throughout the text in each unit are open-ended questions which encourage the pupil to use the text material to "trigger" additional thinking. The higher cognitive levels of analysis, synthesis, and evaluation are stressed. The placement of these questions is usually *after* information has been presented. This placement is based on research which indicates that pupils more effectively deal with information if questions come after rather than preceding the material the pupils are reading.

It is crucial that the teacher devote attention to these questions which are a prime vehicle for assisting pupils in working inductively with the units. Questions at the end of each unit stress application, analysis, synthesis, and evaluation of information. In addition, in Levels 4, 5, and 6, there are questions at the end of each chapter which test knowledge and comprehension and are primarily for review of basic information.

The Use of Artwork

Photographs, reproductions, drawings, charts, and maps play an important role in the pupils' study of a unit in EXPLORING THE SOCIAL SCIENCES. In addition to supplementing visually the pupils' understanding of an area or an idea, the pictorial material provides another type of learning process. Picture captions are often in the form of questions asking the pupils to draw conclusions from the photographs or reproductions that they see. Picture stories are sometimes used both to amplify the text and to present the pupil with a visual story from which he can learn.

The charts and maps in the units provide the pupils with another form of data. Again, pupils are asked to do more than look at the chart or map. The teacher can use charts and maps to broaden children's knowledge of a subject and also to increase their ability and tools for inquiring.

Feature Pages

An additional and important learning tool incorporated into the units are feature pages. In Levels 1, 2, and 3, these pages are banded in blue and provide exercises to expose the pupils to various processes of thinking—comparing, classifying, synthesizing, etc., based on their previous learning experiences. In Levels 4, 5, and 6, these pages are banded in gold, and they contain three distinct types of material. "Reading About" features provide pupils with additional information about a person or subject relevant to the area being studied. In "Thinking About" features, the pupils read

new material and are given questions to answer on this material. Many social science processes are dealt with in these questions. Often the reading material in "Reading About" and "Thinking About" features is primary source material. The third type of feature is an investigation. In many of the units in EXPLORING THE SOCIAL STUDIES, "Investigating" features offer the pupils data in the form of maps and charts. The pupils are then asked to draw conclusions, evaluate, compare, or use other processes using the raw data that they have been given. In some investigation features the pupils are asked to use outside materials or experiences to obtain their data. All of these features provide pupils with material outside of the basic narrative and encourage them to inquire and discover.

CONCLUDING POINTS

In the past, much social science study tended to report names, places, and dates as if the people in the given time were not really human beings. This series is concerned with stressing the *human* dimension of the social sciences. Emphasis has been placed, often via the open-ended questions, on the pupils' consideration of the human elements of past events. "Why did people act as they did? How do you think they felt in light of these particular circumstances?" This is a series not just to be read; it is a series that has been designed to trigger pupil interest and interaction.

Knowledge and experiences gained in the study of the social sciences can assist us in coping with our increasingly smaller yet increasingly more complex world. The series authors feel that the material presented in these various units can contribute significantly in providing pupils with necessary competencies for comprehending their world and for participating effectively in it.

Introducing Observing People and Places

A child's world is often difficult and confusing to him. He comes to school with a jumble of ideas. In many instances, some of the ideas that children probably consider unimportant may actually be the basis for future learning, but they must be reordered and broadened. This can be done most effectively by starting first with his own ideas and experiences. The examples and materials must relate to him and his small world and then move on to the great world outside.

For this reason, the content and photographs in this text have been carefully selected to utilize situations and objects of interest to which the children can easily relate. They have also been selected because they serve well to convey the basic social studies concepts and foster the development of intellectual processes.

Observing People and Places, the second step in *Exploring the Social Studies* series, builds upon the basic ideas, skills, and behaviors that were explored in the first step in the series, and will be developed systematically and sequentially throughout the series. Teaching suggestions are structured in lessons, but the authors have indicated no given amount of time for each. Each lesson is a cohesive unit, and the amount of time devoted to it should be determined by your own assessment of the background, experience, and ability of your class.

PHOTOGRAPHS AND ILLUSTRATIONS

All of the photographs and illustrations were selected and designed to motivate, to be relevant, and to develop basic concepts. Teacher guidance will help the children to use the pictures to develop major understandings. Careful observation and interpretation is one of the basic skills to be developed. Comparing and contrasting photographs is a study skill that should be carefully taught.

VOCABULARY CONTROL

The vocabulary in *Observing People and Places* has been kept as simple as possible. Every effort has been made to reduce the wordload to a minimum, and to use words that are within the child's reading vocabulary.

GLOSSARY

A simple easy-to-read glossary of the important social science terms used in the text appears on pages 169 and 170. This glossary will furnish a ready reference for definitions needed and will acquaint the pupils with the importance of using a glossary.

INQUIRY SKILLS

The teacher must make every effort to develop the inquiry skills of each child. The use of photographs is an excellent vehicle for such development. The child must be helped to learn how to read a photograph so that he may be able to obtain the data he needs to reach intelligent decisions. The photographs, therefore, should serve as a starting point for the study of each unit.

LESSON OUTLINE

Concepts and Generalizations: The major concepts and generalizations to be developed in each lesson are identified immediately. This identification will help to keep in focus the purpose for which each lesson was planned.

Learning Objectives: The learning objective for each lesson is stated in specific terms so that the teacher may more easily determine if the objectives of each lesson have been achieved.

Processes: Various lessons are designed to develop specific intellectual processes. These processes include: observing, classifying, comparing, interpreting, relating, hypothesizing, analyzing, evaluating, predicting, applying, and explaining. While it is not possible to fully develop each of these processes, many of them are designed as process goals for various lessons.

Suggested Materials: Some lessons may be presented more effectively by the use of teacher-prepared materials. When such is the case, a list of materials will be suggested.

Suggested Procedures: This section will begin with a motivating activity entitled "Introduction." Following will be a step-by-step lesson plan entitled "Development." The teacher should select from this plan those procedures she believes will be most effective with her class. There will be suggestions for extending basic learnings through additional discussions and activities. These should be used for groups of students with higher abilities. The last part of this section will include an activity for concluding the study.

Additional Activities and Discussion: This section will include activities recommended as part of general procedures and activities and suggested subjects for discussion which will both enrich and extend basic concepts.

Reviewing the Unit: No attempt will be made to prescribe particular testing patterns, but the last page of each unit provides an exercise which can be used both to evaluate the children's comprehension of major concepts and to extend and reinforce their learnings.

SUGGESTED ADDITIONAL READINGS

These books are recommended to aid teachers in developing lessons in this text.

Bigge, Morris. *Learning Theories For Teachers* (New York: Harper & Row, 1964).

Frank, Josette. *More Poems to Read to the Very Young* (New York: Random House, 1968).

Guilfoile, Elizabeth. *Books for Beginning Readers* (Champaign, Illinois: National Council of Teachers of English, 1962).

Holl, Adelaide. *First Adventures in Learning Program* (New York: Golden Book Educational Services, 1963).

Kenworthy, Leonard S. *Social Studies for the Seventies* (Waltham, Massachusetts: Blaisdell Publishing Company, 1969).

Mackay, David. *Flock of Words: An Anthology of Poetry for Children and Others* (New York: Harcourt, Brace and World, Inc., 1970).

Sprigle, Herbert. *Inquisitive Games* (Chicago, Illinois: Science Research Association, 1969).

Squires, John. *Fun Crafts For Children* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964).

Thurstone, Thelma. *Learning to Think.* Series (Chicago, Illinois: Science Research Associates, 1969).

OBSERVING PEOPLE AND PLACES

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TEACHER'S ANNOTATED EDITION

EXPLORING THE SOCIAL SCIENCES

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UNIT I

1—Hugh Rogers for Monkmeyer; 2—Susan McCartney for Photo Researchers; 3—Charles Gatewood; 4—American Airlines, Charles Biasiny; 5—Ken Wittenberg; 6—Tana Hoban for DPI, Wide World; 8—James Foote, Shostal; 9—Grete Mannheim for DPI, Harry Fitof for Black Star; 10—Bob Adelman; 11—Grete Mannheim for DPI, Charles Gatewood; 13—Bob Adelman, Van Bucher for Photo Researchers; 15—Shostal; 16—Philip Gendreau; 18—George W. Martin for DPI; 19—Esther Henderson for Rapho Guillumette, Clinton Studio for DPI; 20—Ivan L. Jirak for Monkmeyer; 21—Henry Monroe for DPI, Irene B. Bayer for Monkmeyer; 22—Arthur Freed, Charles Gatewood.

UNIT II

25—American Airlines; 26—American Airlines, Mobil Oil Corp.; 27—Charles Gatewood, Joe Munroe for Photo Researchers; 28—American Airlines, D. Jordan Wilson for Pix; 29—Gerry Cranham for Rapho Guillumette; 30—Charles Gatewood, Allyn Baum for Rapho Guillumette; 32—J. Allan Cash for Rapho Guillumette; 33—Ezra Stoller; 34—Warren Ballard for DPI; 35—American Airlines, D. Jordan Wilson for Pix; 36—D. Jordan Wilson for Pix; Bob Adelman; 38—Fritz Henle for Monkmeyer; 39—American Airlines; 40—H. Armstrong Roberts, Charles Gatewood; 41—Sam Falk for Monkmeyer; 43—Louis Goldman for Rapho Guillumette, D. Jordan Wilson for Pix; 44—UPI, Mobil Oil Corp.; 45—Mary Eleanor Browning for DPI.

UNIT III

49—Bettmann Archive; 50—The Museum of the City of New York; 51—The Long Island Historical Society, Philip Gendreau; 52—Bettmann Archive; 53—Public Library of Cincinnati & Hamilton County; 54—Museum of the City of New York; 55—D. Jordan Wilson for Pix, Bruce Davidson for Magnum; 56—Bruce Roberts for Rapho Guillumette, Richard McBride; 58—Van Bucher for Photo Researchers, Philip Gendreau; 59—J. Leviton for Ralph Guillumette; 60—Paul Conklin for Pix; 61—Fred Ward for Black Star; 62—Don M. Hein for DPI; 63—Morton Beebe for Photo Researchers; 64—Jack Rodgers for Los Alamos Scientific Laboratory, William H. Regan for Los Alamos Scientific Laboratory; 66—Farrell Grehan for Photo Researchers; 67—George Gardner; 68—Bettmann Archive; 69—Wide World; 70—Ansel Adams; 71—Stan Stamity.

UNIT IV

73—Ezra Stoller; 74—American Airlines, Charles Gatewood; 75—Scholfield for Rapho Guillumette; 76—Joe Munroe for Photo Researchers; 77—George Gardner; 78—Mary Eleanor Browning for DPI; 79—Ken Wittenberg; 80—Fred J. Maroon for Photo Researchers, Charbonnier/Realites for Photo Researchers; 82—Bob Adelman; 83—Richard McBride, Bruce Roberts for Rapho Guillumette; 84—Bill Hedrick for Hedrick-Blessing; 85—Charles R. Belinsky for Photo Researchers, Martha Roberts for Photo Researchers; 87—AT&T; 88—Bob Adelman; 89—James Foote, Warren Ballard for DPI; 90—Ken Wittenberg; 91—Greenberg for Monkmeyer; 92—Armand G. Winfield for DPI; 93—Hans Hannau for Rapho Guillumette; 94—Philip Gendreau, Bill Ray for Black Star.

UNIT V

97—J. R. Eyerman for Black Star; 98—Baron Wolman; 99—James Foote; 100—Henry G. Jordan for DPI; 101—American Airlines, Charles Gatewood; 102-103—Bettmann Archive; 104—Standard Oil (New Jersey), Jules Zalon for DPI; 106—D. Jordan Wilson for Pix; 107—Robert Rubic for DPI, UPI; 109—Charles Rotkin; 111—Chris Reeberg for DPI, Bob S. Smith for Rapho Guillumette, Kay Wanous Mongiello; 112—Dennis Brack for Black Star, Zimbel for Monkmeyer; 113—Bettmann Archive; 114-115—AT&T; 116—NBC Photo, Joe Montgomery for CBS; 117—NBC Photo; 118—Joan Menschenfreund, N.Y. *Times*.

UNIT VI

121—Wide World Photos; 122—Harvey Shaman for DPI, Van Bucher for Photo Researchers; 123—Ed Henderson for DPI; 124—Doug Wilson for Black Star, Ken Wittenberg; 125—Flip Schulke for Black Star; 127—Susan McCartney for Photo Researchers; 128—Police Department N.Y.C.; 129—Dick Hanley for Photo Researchers; Ken Wittenberg; 130—Donald Herzbach for DPI; 131—Fire Department N.Y.C.; Sigrid Owen for DPI; 132—Tom Hollyman for Photo Researchers, Charles Gatewood; 133—George Gardner; 134—Diane Rawson for Photo Researchers, Chris Reeberg for DPI; 136—Bob Adelman; 137—Wide World Photos; 138—Culver Kantor for Pix; 139—George Gardner; 140—UPI; 142—Wide World Photos.

UNIT VII

145—Ema Photos for DPI; 146—Raymond S. Schoder, S. J.; 147—Van Kirk Buchanan for Photo Researchers; 149—Philip Gendreau; 150—Joan Menschenfreund; 151—Hirmer Fotoarchiv, Suzanne for DPI; 152—Richard McBride, Maxwell Coplan for DPI, 153-154—Raymond V. Schoder, S.J.; 156—Andre Held; 157—Raymond V. Schoder, S.J.; 158—Louis Cary; 160—Fritz Henle for Photo Researchers, Joan Menschenfreund; 161—Jean Anderson, David Seymour for Magnum; 162—Standard Oil (New Jersey), Suzanne for DPI; 163—Ray Socowski for DPI; 164—Sam Waagnenaai for Pix; 165—Margot Granitsas for Photo Researchers; 166—Elizabeth H. Burpee for DPI, Joan Menschenfreund; 167—Steel Savage.

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UNIT 1

Neighbors and Neighborhoods

Introducing the Unit

Unit 1 reinforces the pupils' understanding of the concepts of "neighbor" and "neighborhood." The unit help the pupils to answer the questions: (1) "Who are our neighbors?" (2) "What is a neighborhood?"

Pupils will learn that neighbors are alike in some ways and are different in some ways. The concept of "newcomers" is introduced in relation to neighborhoods. Pupils are made aware that people may come from nearby to join a new neighborhood, or they may come from very far away, but wherever they come from, they will need new friends. Pupils will be better able to understand the problems of newcomers—their lack of familiarity with customs, a possible difference in language, and their great need for friends.

The concept of interdependence of neighbors is presented in relation to goods and services. Where people work, what kind of jobs people do, and how they get to and from their work presents a foundation for the economic concept of income. The pupils see, not only what income is, but that with income man fulfills his needs and wants.

Pupils are introduced to the concepts of production, transportation, and cooperation among neighbors.

LESSON 1 (pp. 1–3)

CONCEPT

Neighbor

GENERALIZATION

People who live near each other are neighbors.

PROCESSES

Observing • Classifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to tell whether groups of people are neighbors.

Suggested Procedures

INTRODUCTION

Ask children: "Who are some people who live near you? How far away do they live? Do people in this class live near you? Do others in school live near you?" Discuss the pupils' relationships with their neighbors.

DEVELOPMENT

Direct pupils' attention to pictures on pp. 1-3. Discuss what they observe (e.g., people, activities, site, time of day). Have they done what the children are doing? Do they like to do these things? With whom might they ordinarily do such activities? (Note: Let the children ask

questions about the pictures, also. Other pupils may answer. In this lesson, pay special attention to children's meanings for "neighbor," "near," and "far.")

Ask: "Do you think the children in the picture on page 3 are neighbors? Why or why not? Would they be playing together if they were not neighbors? Why?"

Ask children to read the text on p. 3. Have pupils think of answers for the text questions as the text is read. Ask: "Why do we call these people neighbors?"

Mention that if an apartment house is very large, a child may never see most people who live in it. Are *all* those people his neighbors? Also mention that a street may extend for many blocks, even miles. Are *all* people on the street neighbors? Why, or why not? Several miles may separate people's farms; yet, they call one another "neighbor." Why? Discuss how "near" and "far" can be relative terms.

In the discussion, children may use several terms other than "neighbor," such as "friend." Ask: "Are neighbors friends? Are you friends with your neighbors? What does a friend do? a neighbor do?"

CONCLUSION

Have each pupil draw a picture of "A Neighbor." Ask each pupil to tell how he knows this neighbor and how near the neighbor lives to him. (Note differences of neighbors due to proximity, age, sex, and activities.)

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Make a large seating chart of the classroom showing where all pupils sit. Discuss the term "near one another" with students.

2. With chalk, draw a map on the classroom floor which shows rooms in the school building. Orient the map to correspond with the true alignment of the building, and use room numbers or teachers' names to label each room. Discuss with the class which classes are neighbors. Extend meanings for "near one another."

3. Have pupils play roles of different neighbors. Help them note how different neighbors act, how neighbors talk to one another or ignore one another, that some are good friends and others do not know one another.

4. Have pupils list words describing a classmate who sits near them. Have each pupil read his list aloud while the rest of the class guesses which neighbor is meant.

5. Begin and maintain an experience chart about "Neighbors."

LESSON 2 (pp. 4–5)

CONCEPT

Neighborhood

GENERALIZATION

A neighborhood is a place (space) in which people (neighbors) live.

PROCESSES

Observing • Classfying • Synthesizing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to tell at least one difference and one similarity between two neighborhoods by giving special attention to inhabitants, site characteristics and other features.

Suggested Procedures

INTRODUCTION

Review children's understandings of neighbors by writing sentences on the chalkboard or using an experience chart.

DEVELOPMENT

Ask pupils to study pictures and text on pp. 4 and 5. After time for individual study, divide the class into small groups to talk about their answers to the questions in the blue panel. Allow each group time to discuss their answers, and then ask each group for a response.

Have children produce evidence for their answers. For example: "How can you tell which men are older than others? How can you tell that some of the children are younger than others? Do the people in the pictures live nearby? Are the people close to or far from their home neighborhoods? Why do you think so?"

While children are familiar with recreation areas (parks, playgrounds, swimming pools, baseball fields, etc.) for young people, many may not know that such facilities are often set aside for adults. The top picture on page 4 offers you an opportunity to develop this concept. The photograph shows a group of adults, many of whom are older people, playing chess in Washington Square Park in New York City, and you may want to tell the class about this particular area.

For many, many years, chess players from the neighborhood near the park and, in fact, from all over New York have gathered to play the game in the southwest corner of the park. When the park was renovated in the early 1960s, city officials honored the tradition by reserving this corner of the park for chess players. They built several tables on which the people could play and provided comfortable benches. The tables are almost always in use in good weather, and many players enjoy the game so much that they play late into the night.

You might also point out to the children that many areas, such as Florida, Arizona, and California, where many older people retire, provide a variety of recreational areas for adults. If possible, get travel posters, brochures, or newspaper and magazine ads showing older people participating in recreational activities in some of these areas.

Examine the sentence, "Newcomers must make new friends." Ask: "What does this sentence mean? Have you ever been a newcomer to a neighborhood? How did you feel? How did you make friends?" Discuss ways newcomers might act and might have been treated (e.g., welcomed, given gifts, etc.).

Ask pupils to think about the questions concerning their own neighbors on p. 5. As they answer, list all the similarities and differences suggested.

CONCLUSION

Have pupils draw a simple sketch map of their neighborhood on which they can locate their house. When they are finished, talk about the geographical limits of their neighborhoods. (Most young children will have a rather restricted neighborhood in which they will have free movement, e.g., their side of the street for one block.)

Help pupils verbalize the size of their neighborhoods. They should be encouraged to recognize that depending upon their age and/or how far they are permitted to go away from home, different people, in the same house or living close to one another, will have different ideas about the extent of their neighborhood.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Take the class on a short walk through the neighborhood near their school. Using butcher paper, have pupils prepare a mural showing their neighborhood. They might include buildings, streets, trees and shrubs, and people they see (e.g., policemen, shop owners, etc.).

2. Have pupils talk to their families and neighbors to find the length of time different people have lived in their neighborhood, how the neighborhood looked when these people arrived, and if people were friendly to the newcomers. Have the students back up their answers with different types of evidence (e.g., pictures, recollections, written paragraph). As children report how their neighborhood looked years ago, ask them to note how it looks now.

3. Add to the experience charts during this study. One chart could be labeled, "Ways to Treat Newcomers." Another might be labeled, "How Newcomers Feel." Have students suggest other ideas.

4. Ask the children to draw a picture of a neighbor doing something he enjoys doing. (Examples: tinkering with car, playing hopscotch, throwing a ball, talking to another person).

5. If there is a "Welcome Wagon" program in your neighborhood, invite the representative to speak to the class. Prepare the students by discussing the aims of the program. Help them prepare a "Welcome Wagon" type of program for newcomers in their school.

LESSON 3 (pp. 6–7)

CONCEPT

Migration (Internal migration and Immigration)

GENERALIZATION

Newcomers in a neighborhood move from other neighborhoods, cities and countries for a number of reasons.

PROCESSES

Observing • Analyzing • Hypothesizing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. List some of the problems newcomers to a neighborhood or to a country face in making adjustments to a new way of life.

2. Explain some of the reasons that people move from one country to another.

Suggested Procedures

INTRODUCTION

Ask pupils if they moved from some place else to where they live at present. Use the chalkboard and organize their responses as in the chart below.

Nearby	*Faraway*	*Both*

Discuss why their families moved and compare the answers.

DEVELOPMENT

Direct pupils' attention to pictures on p. 6. Ask: "At what kinds of places were the pictures taken? What can we tell about these people? How do you think the boy in the picture at left feels? What problems does he face? How do you think the woman at the airport feels? What special problems does she face?" Have students answer the text question on p. 6.

Children's responses to the questions above and their answers to the text questions offer the teacher an excellent opportunity to discuss the ethnic composition of the U. S. population. Explain to the class that the United States is made up of people from all parts of the world, pointing out that millions of Americans today either came from another country or are the children or grandchildren of people who did.

Discuss some of the reasons why so many people came to the United States. (In the early days, many people came seeking religious freedom; in more recent times, many came seeking jobs—searching for better opportunities for themselves and their families and better education for their children; others came to escape from governments they did not like.)

Emphasize that people from all parts of the world have made great contributions in building and developing the country. You might state that immigrant laborers built many of our railroads, and that farmers of many nations came here and helped make the U. S. one of the greatest agricultural nations on earth.

You might also want to explain that while America's foreign-born citizens are soon assimilated into our culture, nevertheless, they strongly influence and help shape it. Tell the children that many people from other lands brought with them certain words, foods, customs, and distinctive characteristics that have become part of the American way of life. To demonstrate the point, use such examples of food as *hamburger* (Germany) and *pizza* (Italy) which the children will be familiar with. An example of one foreign food common in the deep South is *pilaf* or *pilau* (usually pronounced "pearlow" there), which came to this country from Persia by way of Turkey and Spain. It was introduced by early Spanish settlers.

Discuss how the pupils might feel if they had moved to their neighborhood from another country.

Have the class list and discuss customs of their neighborhood and the United States. Ask: "Must newcomers from within this country (e.g., from another city) also learn new neighborhood customs? Which ones? Why do newcomers want to learn these customs? How is moving to the United States from another country different than moving from another American city?"

CONCLUSION

Ask for volunteers to role-play the parts in the play on p. 7. Let them continue role-playing until they have suggested and reacted to a solution. Different children will suggest other solutions. Using the questions to help children talk about what they have seen and learned, let several children act out different versions of the story. Note: In this kind of activity, avoid giving value judgments. By advancing several solutions, and withholding personal judgment, encourage children to examine their own value position and alternatives to it.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask pupils to find evidence that newcomers from other countries have moved to the United States. Have them use signs, people's names, food (pizza, etc.), pictures in newspapers and magazines, advertisements on radio and television, and foreign language newspapers as examples.

2. If pupils have moved, have them ask parents for their old address(es). (a) On a city map, locate both former and present residences, mark with a colored felt pen, and connect each child's marks with a line. (b) On a state, United States, or world map, do the same. Note: The size and projection of the maps will probably differ.

3. Depending upon the ability of your class, each student might mark the distance from his previous residence to his present home city on long paperstrips which can then be attached to the maps.

4. Have pupils find out the country of their ancestry. As they report to the class, help them find the different countries on a map. Write names of the countries on the chalkboard.

5. Discuss reasons newcomers move to this country. (Examples: jobs, marriage to an American, revolution in another country.)

6. If a student or student's parent is from another country, ask him to talk to the class. Prepare the class by discussing what the pupils would like to know about being a newcomer in the United States.

LESSON 4 (pp. 8–9)

CONCEPTS

Interdependence • Work • Goods • Services

GENERALIZATIONS

1. People depend on other people for satisfaction of their basic needs.

2. Goods and services are produced by specialized workers.

PROCESSES

Classifying • Analyzing • Synthesizing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Understand our dependence upon others for many things we need.
2. Name some of the specialized workers we depend upon for goods and services.

Suggested Procedures

INTRODUCTION

Take the class on a walk through the neighborhood, or have them browse through magazines and books in order to identify as many workers, stores, and goods sold in stores, as they can. Make a class list of what the pupils have seen. Discuss who might have produced the goods and who might have used the workers' services.

DEVELOPMENT

Have pupils read pp. 8-9. Ask: "What are the people in the pictures doing?" Ask pupils to answer the questions in the first paragraph on p. 9. Attend particularly to ideas of "special." Ask: "What other service workers provide special services? Do workers who produce goods perform special work?" (Note: This is a form of specialization found in many modern societies. With specialization, people have to depend on others.) Ask: "How do the people in these pictures depend on one another? On whom else do they depend? Why do people in modern society depend on each other?"

Have students answer questions in second paragraph on p. 9. Ask "What kinds of service workers come into your neighborhood?" Help pupils differentiate between service workers and other workers.

Have pupils discuss what they do during a day, the goods they use, and the workers who make the goods. Use a chart such as the one at the top of column 2 on this page.

What We Do	*Goods We Need*	*Workers*
1. Go to school	car/bus	driver, service station man, car salesman
	books	author, teacher, librarian
2. Play games	football	factory worker, salesman

CONCLUSION

Have pupils draw a picture of a favorite food or toy, and then make a list of the workers who they think helped make it. Afterwards, they can show their pictures to the class and ask other pupils to suggest additional workers.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils name some of the jobs or skills they know about from personal experiences. (a) Use chalkboard or butcher paper to list the workers pupils report. (b) Ask the pupils to group ("put together") the workers. Write the workers in groups so all can see. (c) Have pupils name the groups they have suggested (e.g., office workers, manufacturers, salespeople). (d) With more time, ask pupils to suggest regrouping or other ways of putting the workers together.

Note: Plan a block of time for this set of tasks and do not rush pupils; they will need time for thinking out loud, testing ideas, and changing their decisions.

(If pupils find Activity 1 as suggested too difficult, suggest that they draw pictures of the workers listed. Then, have them sort the pictures into different groups. Encourage pupils to name or label the groups.)

2. When pupils have grouped the workers, ask them to explain their reasons for grouping certain workers together. They may cite personal experiences, common types of job-activities, types of clothes worn, and place of work.

3. Review lists and groups made by the class. Ask pupils to think about which workers provide services; place a mark by service workers.

4. Have pupils think about the way some service workers (e.g., physician) and some other workers (e.g., carpenter) look and act *at work*. "Do they wear special clothes? Do they work at special times? What might they talk about as they work?" After preparation, ask students to role-play a worker of their choice.

LESSON 5 (pp. 10–11)

CONCEPTS

Working hours • Locale • Unemployment

GENERALIZATIONS

1. Most people work at jobs away from their home neighborhoods.
2. Jobs begin and end at different times.
3. Some people do not have jobs.

PROCESSES

Observing • Comparing • Identifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Understand that working hours vary.
2. Identify workers who do jobs in their neighborhoods and some who work in other areas.
3. Explain why some people do not work.

Suggested Procedures

INTRODUCTION

Ask each pupil what time he leaves his home for school and write his time of departure on the chalkboard by his name. Ask each pupil why he leaves home at that time. Distance lived from school, type of transportation, and parent's work schedule may be some reasons suggested.

DEVELOPMENT

Have pupils read pp. 10 and 11. Have students answer the questions in paragraph one on p. 10. List on the chalkboard the time expressions children use (e.g., during the day, at night, every day). Ask: "Do you know of people who work only in the evening? What kinds of jobs do they have? Do some people work only in the summer? Only a few days of the week?" Then, note methods pupils used to know when their neighbors work (e.g., seeing them leave for work, talking with people, observing that they are home some days).

Depending upon the ability of your class, you may wish to have children group these ways of knowing when neighbors go to work into two categories: direct and indirect. Help them to recognize that there are ways of knowing they may not have used or would not be interested in using.

At first, it might seem that asking the pupils about the jobs of their parents would be a good method of using the children's own experiences to develop concepts. However, it might be advisable to carefully avoid this approach, for it might embarrass the children of parents who do menial jobs, place barriers between the children and stratify the class.

Direct children's attention to the top picture on p. 11. Referring to the lists of workers used in previous lessons, have students identify those workers whose jobs are in their homes (e.g., housewife, artist, etc.).

Have pupils study the bottom picture on p. 11. Ask: "Is the man old or young? How do you think he feels about not having a job? about himself? about other people? Are there women who want work but can not find a job? Why do you think some people have trouble getting a job?" Point out the fact that education and training are often factors affecting job market.

CONCLUSION

Have pupils working in pairs select a certain job and then act out a scene about going to work at that job. Some may choose to role-play people who work at home or who are not able to get a job.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Read aloud a story about people at work in an historical period such as colonial times or frontier days. Discuss differences in going to work then and now with particular reference to neighborhood.

2. Talk about people pupils know who do not go to work. Discuss the reasons why they do not work (e.g., illness, unemployment, age—either too young or retirement), and what they do during the day. Have pupils talk about how they think people who do not go to work feel.

3. On a large map of the city, help pupils mark their residence with a thumbtack and a long colored string. Then, help them mark their parents' place of work with the other end of string and thumbtack.

LESSON 6 (p. 12)

Have pupils silently read and answer the questions on p. 12. After the pupils have had time to study the questions and answer them, lead a class discussion.

Make a large map of several (2-4) blocks in the school neighborhood. Orient the map on the floor according to true directions; represent the streets, sidewalks, and major buildings factually. Select several different types of businesses (e.g., those offering goods and/or services) to mark on the class map. Have pupils walk through the map, i.e., from a home to school, from a home to store. As they walk, have them note where they are (e.g., "I'm walking on Second Avenue toward Jones Street.").

Determine the cardinal directions and mark them on the map. Have pupils identify the cardinal direction which certain places are from each other.

Have pupils draw pictures of themselves working at one of the businesses shown on the class map, either making or selling goods or providing a service.

LESSON 7 (p. 13)

CONCEPTS

Income • Needs • Wants

GENERALIZATIONS

1. Money people earn is called income.
2. Money is exchanged for needs and wants.

PROCESSES

Observing • Analyzing • Identifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Explain the meaning of *income*.
2. From a list of goods and services, tell which items are needs and which are wants.
3. Tell if all children have the same needs and wants.

MATERIALS FOR THE LESSON

Pictures and stories about life in different countries.

Suggested Procedures

INTRODUCTION

Direct children's attention to pictures on p. 13. Ask: "What is happening in these pictures? What are the people buying? Do you use these goods? If you do, must you have it in order to live? Or is it something you would like?" Use the tomatoes, peaches, lettuce apples, and medicine as examples.

DEVELOPMENT

Have pupils read the text on p. 13 and briefly answer the text question.

Have pupils make lists of what they would like. Label the lists: Goods I Would Like, Services I Would Like (e.g., movie, horseback ride). As students share their lists with all the class, talk about what many (or most) want and about what few (or one) want. Have pupils think about why they want certain things.

Ask if they think a class in another city (choose a real one, such as Miami, Florida) would want the same things they have listed. Extend the discussion to include children in Mexico or China. (Pictures and stories about life in other countries with different climates and ways of life will provide background information so that students will know some things that children who live in other places might want.)

Talk about reasons people need or want the same things (e.g., time of day, season of year, where people live, what people like to do, what people believe they must do).

Refer again to the pictures in the text. Ask: "What do the grocer and pharmacist call the profit they make on sales?" (income)

Talk with children about when (e.g., every day, every week, upon finishing a job) and how (e.g., cash, check, other goods and services) workers are paid.

Discuss with students "What might happen if your income was paid in the form of cookies?" In the following discussion, help children note differences between money and other objects used as a medium of exchange.

CONCLUSION

Ask the pupils to name the ways in which they earn income. Write the activities on the chalkboard (e.g., selling greeting cards or lemonade, raking leaves, returning empty soft drink bottles). Discuss the form of their income; some will report that they receive money, others that they receive goods (e.g., cookies) and services (e.g., privilege of playing an extra game).

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have children look through old magazines and find pictures of different goods and services, cut out the pictures, and paste them on sheets of paper. In small groups, have pupils sort the pictures into two piles: goods and services. Then, have students identify which goods and services are *needs* and *wants*.

2. Summarize the class findings from Activity #1 on the chalkboard, using a chart such as the one below.

Picture	*Need*	*Want*	*Need and Want*
Milk	X		
Water			X
Baseball Glove		X	
Dress			X

Note: Add the "Need and Want" column when some children insist they both need and want an item.

3. Use the pictures students have cut out and the pictures in this book to help pupils understand that different people might need or want different things. Examples:

"Would a girl save money for a dress?"
"Would you save money to go to a park (p. 28)?"
"Who would save money to buy a service at a shop on page 56?"

4. Ask the students what a person can do if his income is not enough to buy what he needs or wants. Some answers may be save income, wait to buy, decide on something else, and become angry and cry. As the discussion proceeds, emphasize socially acceptable responses; help children understand the validity or lack of validity of their feelings.

LESSON 8 (pp. 14–15)

CONCEPT

Shopping Center

GENERALIZATION

Shopping centers are convenient places for people to buy goods and services they need or want.

PROCESSES

Corresponding • Analyzing • Synthesizing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Look at a photograph of a shopping center and identify various business establishments through signs, symbols, or other means.
2. Name some of the specialized workers in a shopping center.

Suggested Procedures

INTRODUCTION

Lead a discussion about where people in children's neighborhood(s) shop for different types of goods. Quite likely, children will respond with the name(s) of areas or shopping center complexes. Ask: "How do people get to the shopping area? Is it the closest shopping area to where they live? Why do some people go a distance from home in order to shop?"

DEVELOPMENT

Have children read the text and study the pictures on pp. 14 and 15. After answering the question on p. 14, ask: "Has anyone seen a shopping center like this one? How different is this one? How different is this shopping center from ones you know?"

Next, attend to the questions in the blue panel on page 15. (Note: Children may initially have difficulty with this task. Use time necessary for comprehension. Remind pupils that a photograph of a place and a map of that same place will not always look exactly alike; a map uses a vantage point of directly above, while a picture is not always taken "straight down.")

Take the class on a field trip to a neighborhood shopping center. Help children plan for the trip by discussing what they want to find out, such as:

—types of stores, names of stores
—different workers and what they do
—different kinds of equipment used
—rules for workers and customers

(The teacher may find it helpful to use a small tape recorder to tape interviews with store personnel, impressions by children, and sounds heard at different times and places on their trip.)

After returning from the field trip, review and answer questions class had raised earlier. (e.g., "What did you see, hear at the supermarket? Who supplies the store with meat? How is the price of an item decided? What did the manager do?") A chart should be helpful for the children to organize their information.

CONCLUSION

Present the following situation to the class: Mr. Jones wants to open a store (choose a store like one visited by the class). What goods, workers, and equipment will he need before he can open his store? Answer each category separately.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Make a table-top map of the schoolyard, using different colored paper to indicate different areas. Take class on a walking trip around the schoolyard to ensure accuracy. After the map is completed, have children draw pictures of the school or schoolyard from different vantage points (e.g., main entrance, softball field looking toward the building).

2. Have students role-play problem situations which might take place in a supermarket For example:

   a. A stock boy, trying to place items on a shelf as rapidly as possible, is interrupted by a little child who begins taking cans out of the box. Some cans roll on the floor; he is afraid the entire case will spill . . .

   b. The manager sees some boys browsing through magazines. He sees one boy writing answers to a puzzle in one of the magazines.

3. Refer again to the pictures on pp. 14-15. Ask: "Do some areas of the shopping center have more cars parked nearby than other areas? What are some of these areas? How might you explain why (example: different functions of supermarket and hotel)? What time of day do you think the picture was taken? Would parking patterns be different at other times of day? at night? Why?"

4. Ask children to find out why their parents do or do not like to shop at a shopping center. Then discuss alternatives to using a shopping center (e.g., downtown stores, scattered individual shops) and reasons why some people like to shop at these places and why some do not. Compare the advantages and disadvantages of each place.

LESSON 9 (p. 16)

CONCEPT

Historical change

GENERALIZATION

Places such as neighborhood stores have changed in several ways over time.

PROCESSES

Observing • Comparing • Analyzing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Tell the difference between a store of another era and a modern store.
2. Explain similarities and differences between items from another era and those used today.

MATERIALS FOR THE LESSON

Mail order catalogues (turn of century)

Suggested Procedures

INTRODUCTION

Use the picture of the general store at the turn of the century (circa 1900) on p. 16 to help students gain understanding of an historic time other than today. Ask: "Is this a picture of a store today? How do we know?" List the evidence on the chalkboard. (For example: price of cigars, the way goods are displayed and packaged.)

Note: Many young children will need much help learning to use indefinite time expressions (e.g., "past," "present," "ago," "now," "recent," etc.) Nevertheless it is important that they gain familiarity with these and more concrete terms (e.g., in the 1920s).

DEVELOPMENT

Read page 16. After reading the text, ask: "Why do you think the store was called a general store? Were you surprised that people did not always pay money for their purchases? What

might people have traded for goods they needed? What might the storekeeper have done with what he received?"

Mention that people did not go to the general store often—perhaps no more than once a week or once a month. Ask: "How does that information help explain the second paragraph?"

Have the children study the picture of the general store. Ask: "What did this general store sell?" List as many items as the children can recognize. Ask "Can the types of goods sold at that time be bought in a supermarket today? Do they look different today? Are they sold in a different way?"

Have students look through mail order catalogues dating back to the turn of the century. Ask students to identify items they think a child of that time might need or want. Then, discuss why such a catalogue would be important to the lives of people then. Ask if they or their families use a catalogue like that now. (Do not accept trading stamp catalogues as an answer since their use is fundamentally different from the other catalogues.)

CONCLUSION

Have pupils answer the questions in the third paragraph on p. 16.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Read aloud a story about people trading items for other things they want. An appropriate historical event is the New Amsterdam Company's purchase of Manhattan Island from the local Indians for sixty guilders of trading goods.

2. Have children pretend they are adults with no money. Have them think of something they would like to have (a need or a want). Without money, what would they offer to trade? Ask some children to role-play the trading process.

LESSON 10 (p. 17)

Have the pupils read silently and study the pictures until they are able to answer silently each activity. After the children have had time to prepare their answers, lead a class discussion based on these activities.

Let each member of the class draw other stores they can think of with the goods that could be purchased there. Let as many children as wish to do so hold up their drawings so the class can match the store to the goods, and decide whether an item is a want or a need.

You may find at times that there will be disagreement about whether an item is a need or a want. Lead the children to a real understanding of the difference.

LESSON 11 (pp. 18–19)

CONCEPTS

Manufacturing • Distribution

GENERALIZATIONS

1. Raw materials undergo changes as they are processed into finished goods.

2. Most goods are transported from place of origin to stores.

PROCESSES

Observing • Classifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to understand that many finished products are made from raw materials and shipped to places where they are needed.

MATERIALS FOR THE LESSON

Wall map of United States; goods containing labels which cite the geographic place name of the company which produced the goods.

Suggested Procedures

INTRODUCTION

Note: Before this study is begun, have your school librarian select some books which describe or illustrate processing and distribution of different goods. Books too difficult for pupils in this particular age group to read may be useful if they have appropriate pictures.

Have students look around the room and select objects (goods) for special study. In this study, they will focus on ways the item has been changed. Children will have to think "in reverse," (e.g., from automobile to steel, from milk in bottle to cow, from fruit in can to fruit tree, etc.). It is important to identify both the events and the sequence in the change process. For example, there are many events in the sequence resulting in an automobile.

DEVELOPMENT

Read pp. 18 and 19. Ask pupils to look at the pictures on these pages. Ask: "Are all of these goods ready to be sold? Which item is just being produced (harvested)? How do you think the bread has been changed? How do you think the peas will be changed?"

Attend to the questions in the blue panel on p. 19. Help pupils discuss why different aspects of the goods (for example, the weight of the rolls of wire, the perishability of the peas) will affect how the goods are transported.

Have children look on the labels of several different goods (e.g., clothes, foods, magazines) for the geographic place name of the company making the goods. On a wall map of the U.S., mark the places found by pupils, then connect the places with string or paper strips to your city. Ask children to consider how the goods were transported from place of origin to a store in their neighborhood. List major modes of transport on chalkboard. Ask children to think of reasons certain kinds of transportation might not be used. Have them consider how they depend upon the workers far from them and the transport workers.

CONCLUSION

Refer again to the goods the class had chosen earlier for special study. The students may work either individually or in small groups in order to find out the events and sequence of change that took place with the goods. They can use library books as reference sources. List events on a chart or chalkboard as children report to class.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Divide the class into small groups. Have each group select goods and then do research to find how they are changed from raw material to finished product. Have each student in the group select one event in the sequence and draw a picture of that event. Afterwards, the pupils can arrange their pictures in a sequence and tell the class how the goods changed.

2. Invite a person whose job deals with producing or manufacturing goods to visit the class. He could discuss his job (e.g., baker, farmer, riveter) and talk about the item (the way it looks, how it feels, etc.) before and after he works with it. Encourage the visitor to bring samples or pictures of the item he makes at different stages of its processing.

3. Visit a processing plant to see how goods are changed.

4. Keep a class chart about ways goods change from raw material to finished product. Help the children understand that the list is not complete because they have not studied about most goods.

5. Talk with children about goods they need and want which are and/or can be grown or processed locally. A chart may be helpful as

a summary tool. Ask them to think of reasons some things can and/or cannot be grown or processed locally. Help them generalize about the importance of many people in many places to their lives.

6. Make a bulletin board display showing raw materials and finished products, such as grains of wheat and flour (or bread); a crosscut of a log and small samples of boards or shingles, etc.

LESSON 12 (pp. 20–21)

CONCEPT

Neighborhood centers

GENERALIZATION

Most neighborhoods have special facilities and places people use for purposes including recreation, learning, and worship.

PROCESSES

Observing • Analyzing • Synthesizing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to identify such community facilities as libraries and playgrounds and to tell what activities occur at these places.

MATERIAL FOR THE LESSON

Map of community

Suggested Procedures

INTRODUCTION

Have pupils look at the pictures on pp. 20 and 21. Ask: "What kinds of places do you see in the pictures on these pages?" Have the students answer the questions in the blue panel on p. 21.

DEVELOPMENT

Have the students read the text on p. 20. Obtain a map of the community area served by the school, and tack it up on the bulletin board. Help the students identify the location of branch libraries, places of worship, parks, playgrounds, and community centers. Ask pupils to decide on symbols for these places; then, have them make these symbols from colored paper, cut them out, and attach to the map with either pins or thumb tacks.

Ask pupils to talk about the special places in their neighborhoods. As they talk, list these places (e.g., church, synagogue, library, museum, skating rink, theatre). After the list is finished, mark next to each entry "Free" or "Pay" (amount).

Children can tell the class about a special place. In their talks, they might include the time, day(s) of week they usually go, with whom they go, and other facts about the place. A summary chart may be helpful here.

During the following activity, pay particular attention to the directions on the map. Be sure to orient the map properly. A plastic compass rose with the cardinal directions drawn on it may be useful.

On a map of a portion of the city, mark the places reported by the pupils. Ask them to tell a friend how they get there from their homes; help them trace the route with their finger on the map.

CONCLUSION

Conclude the lesson by developing the concept of public ownership of many of the neighborhood centers, such as public parks, libraries, playgrounds, zoos, and other recreational areas, emphasizing that *everyone* has the right to use these facilities. Explain that such public facilities are supported by the tax money which all citizens pay to the government and that they are, therefore, the property of all of the people of the community.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. What might happen if all the playgrounds in your community suddenly were shut down? If all the schools, libraries, and hospitals were closed? Why are these places important to a community?

2. Suppose the students could design their own school. What would it look like? What features would it include?

3. Have pupils draw a picture of themselves at a special neighborhood place during a favorite activity.

LESSON 13 (p. 22)

CONCEPT

Interdependence

GENERALIZATION

People in most neighborhoods depend on others living there for help in special situations.

PROCESSES

Observing • Analyzing • Hypothesizing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to tell a reasonable story explaining how people help each other.

MATERIALS FOR THE LESSON

News magazines and newspapers

Suggested Procedure

INTRODUCTION

Read or tell the class about an event which brought neighbors to work together. The event might be an illness, a storm, a wedding, or a fire. Have children discuss how they, at their age, might be able to help in case of a similar event.

DEVELOPMENT

Read p. 22. Using the pictures on this page, have pupils answer the textual question. Urge pupils to give specific evidence. Then, ask children to think of stories for the two pictures. For example, why might the young girl need a vaccination? What is she thinking now? What may happen soon afterwards?

Have the students answer the questions in the blue panel. If they are slow to respond, it might be because they know of little cooperative effort in their neighborhoods. However, there may be programs about which they are unaware. For example, a clean-up campaign may be underway. Fire prevention activities, neighborhood development work, or other such activities may be going on at the time. An involved adult might be invited to the class to talk with the class. If children can help appropriately, ways of participating can also be discussed.

Children probably will enjoy the following activity. Several days should be allowed for efforts in this activity.

You might want to ask the school principal to join the class to discuss how students can be good neighbors at school. Maybe, the class will decide to launch a project, such as a campaign against litter. The students could then make signs, form a "speakers bureau" to talk with other classes, pick up trash on the schoolgrounds, and plan and care for a small flower garden.

CONCLUSION

Have pupils look through magazines and newspapers to find pictures of people helping one another. If there is an accompanying story, read it to the child and ask him to tell it to the class. Form a committee to arrange a bulletin board display for the class.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask children to tell the class about a time people in their neighborhood worked together. It might be an event in which they took part, or the event may have happened years ago and the children may have heard about it from their parents or grandparents.

2. Name some problems in your community that you think your neighbors could help solve by working together. How could they help solve these problems?

LESSON 14 (p. 23)

Ask the children to read each question carefully and then study the row of pictures that goes with each question. After the class has had sufficient time to prepare answers to these activities, lead a discussion. During the discussion children may provide answers other than the obvious or sought-after ones. Accept reasonable answers if the children can defend them. (A child, for example, may raise the point that the people who did not clean the sidewalk may be away but may usually be good neighbors.) However, the child should be lead to see *what* and *why* of the sought-after answer.

Ask the class to volunteer their own ideas about what makes a good neighbor and what makes a bad neighbor. Write their suggestions on the chalkboard in two lists. Then go down each list and ask how the children stand up as neighbors against their own ideas.

REVIEWING THE UNIT (p. 24)

The activities on this page furnish the children with a good opportunity to review the many concepts presented in Unit I.

By completing these activities the children will have a chance to test their new understandings of neighbor and neighborhood.

The children's reactions to these activities will give you an opportunity to assess their understanding of the concepts and to correct any misunderstandings that may arise.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Agle, Nan Hayden. *Maple Street* (New York: Seabury Press, 1970).

Baruch, Dorothy W. and others. *Good Times With Our Friends* (Chicago: Scott, Foresman and Company, 1953).

Betts, Emmett and Caroline Welch. *Up the Street and Down* (New York: American Book Co., 1965).

Bianco, Marjory. *A Street of Little Shops* (New York: Doubleday Doran, 1932).

Chuto, Marchette. *Rhymes About the City* (New York: MacMillan Co., 1946).

Flora, James. *My Friend Charlie* (New York: (Harcourt, Brace and World, 1964).

Lenski, Lois. *A Dog Came to School* (New York: Oxford Press, 1953).

Lexair, Joan M. *Benjie on His Own* (New York: Dial Press, 1970).

Provus, Malcolm. *How Families Live Together* (Westchester, Ill.: Beafic Press, 1963).

Schick, Eleanor. *City in Winter* (New York: MacMillan Company, 1970).

Sharmat, Marjorie Weinman. *Gladys Told Me To Meet Her Here* (New York: Harper and Row, 1970).

UNIT I

Begin Lesson I, Guide page 1-1.

Neighbors and Neighborhoods

1

2

CONCEPT: Neighbor

What do you call people who live in the same apartment house? What do you call people who live on the same street? What does one farmer call the man who has a farm near him?

The answer to all these questions could be the word **neighbor.** Neighbors are people who live near one another.

Call attention to the picture on the opposite page. Ask: "What are these children doing? Do you think they are neighbors?"

SUGGESTION: As you develop the concept of neighbor ask the children to look at the pictures on these two pages and the other pages in this unit and tell who they think are neighbors. Ask how they can tell that the people are neighbors.

Call attention to the picture on this page. Ask: "Where do you think these children are? Do they look at if they are having fun? What are they doing?"

Begin Lesson 2, Guide page 1-2.
CONCEPT: Neighborhood
SUGGESTION: Compare the pictures on the page. Ask: "Do you think these two pictures were taken in the same neighborhood? Why do you think your answer is right?"

Neighbors make up what is called a **neighborhood.** Some people have lived in the same neighborhood for many years. Others are new to a neighborhood.

Newcomers must make new friends. How does making friends help a newcomer like his neighborhood?

Call attention to the picture at the left. Ask: "What are the men doing?"

Are the people in this picture old or young? About how old are the people in the picture below? Which people do you think have known each other longer?

Call attention to the picture below. Ask: "What kind of a game are these children playing? Do you think they are neighbors? Why do you think so?"

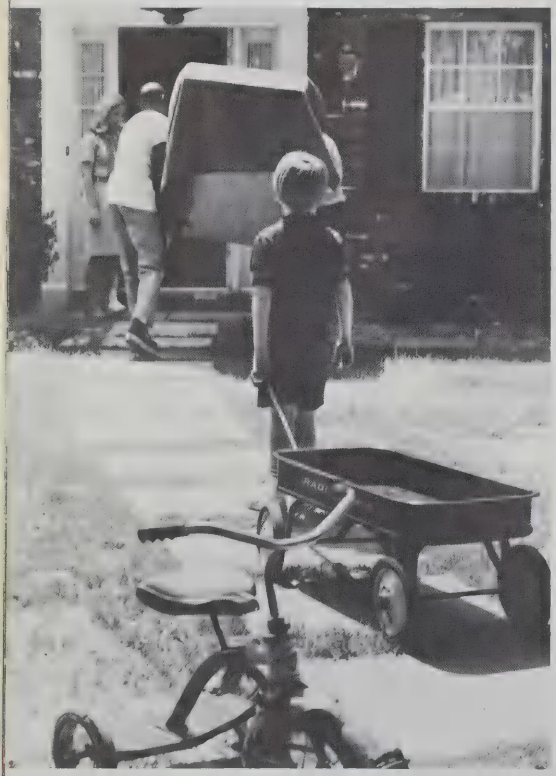
Neighbors are alike in some ways and different in some ways. You have neighbors. How are your neighbors like those in the pictures? How are they different?

Point to the picture above. Ask: "What is the older boy doing? Why do you think he is doing that? Who do you think the others in the picture are? Are they playing inside or outside?"

How are the people in the picture above alike? How are they different?

Compare the pictures on these pages. Ask the children to look at the pictures again. Ask: "Do you think these pictures were all taken at the same time of year? What time of year is it? How can you tell?"

Begin Lesson 3, Guide page 1-4.
CONCEPT: Migration
SUGGESTION: Compare the pictures on this page. Ask: "Do you think these people at the right came from the same kind of neighborhood as the people in the bottom picture? How are the people in the two pictures alike? How are they different?"



Point to the boy in the picture above. Ask: "Is this boy just moving into the neighborhood? Why do you think your answer is right?"

Call attention to the picture at the top of the page. Ask: "Do you think these people came from far away or nearby? How can you tell?"

Sometimes newcomers move from a nearby neighborhood. Often they move from a town or a city far away.

Sometimes newcomers move into a neighborhood from another country. Many Americans are the children of people who came from other countries.

Newcomers have to learn the customs of their new neighborhood. What happens when a newcomer does not speak English?

MOTHER:

Richard, Carol, look out of the window. Our new neighbors are moving in. See, there they are. I think they have a boy and a girl just about your ages.

RICHARD:

Great! I hope he likes to play ball.

CAROL:

Who cares about new neighbors?

MOTHER:

Carol! Why do you say that?

CAROL:

I don't need any new friends. I was just asked to join a secret club.

MOTHER:

That's not kind, Carol. Think of the new girl. She has no friends here.

CAROL:

But my friends may not like her. What am I supposed to do?

?

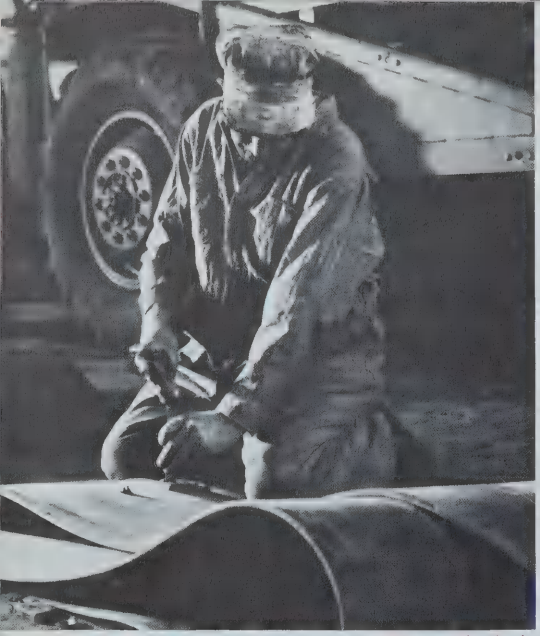
_____

How does Richard feel about the new boy? What do you think will happen when Richard meets him?

How does Carol feel about the new girl? Why? What do you think will happen when Carol meets her?

How do you think this play will end? Finish the play by writing what you think will happen.

_____



Begin Lesson 4, Guide page 1·5.
CONCEPT: Interdependence · Work · Goods · Services
SUGGESTION: Compare the pictures on these two pages. Ask: "Are all of the people making goods?"

People in a neighborhood work at different jobs. Many people make things which other people buy or sell. Some may work in factories making cars. Others may build new houses or make clothes. The things that people make are called **goods.**

Most people cannot make all the goods they need. They get their food, clothing, and shelter through the work of others.

Look at the picture above. Ask: "Do you think the job this man is doing is important? Why do you think so?" Now call attention to the picture on the bottom of the page. Ask: "What kind of a factory is this? Is their job important? Why do you think so?"

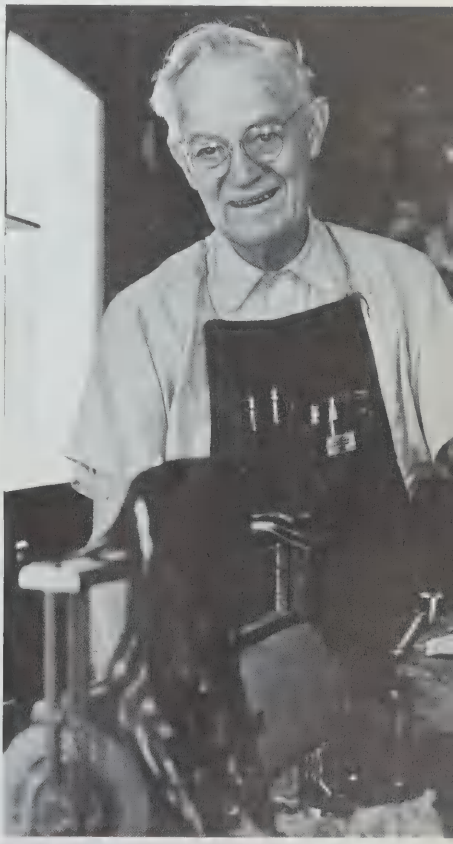
Point to the man in the picture at the left and ask who he is.

NOTE: Point out that we can often tell what kind of work people do by the clothing they wear.

Ask the children to look again at the mailman. Ask: "Do all neighborhoods have mailmen? Do they always walk and deliver mail right to the door?"

Some people in a neighborhood do special jobs. How does a policeman do a special job? How does a doctor do a special job? Workers who do these jobs provide **services.** What services do the men shown here provide?

What are some of the services your neighborhood needs? How are service workers important to your neighborhood?



Point to the picture above and ask what kind of work this man does. Ask: "Is the work he does important to a neighborhood? Why?"

Begin Lesson 5, Guide page 1·7.

CONCEPT: Working hours · Locale · Unemployment

SUGGESTION: Compare the pictures on these two pages. Ask the children to tell which picture shows people who go outside the neighborhood to work, and which one shows work at home.

Call attention to the picture above. Ask: "What kinds of jobs do you think these people do? How do you think they came to work?" (by bus, on foot, etc.) "What time of year is it? How can you tell?"

People go to work at different times. Some of your neighbors may work on days when most people are not working. When do most of your neighbors work?

Many people leave their neighborhoods to go to work. How do your neighbors leave and return to their homes?

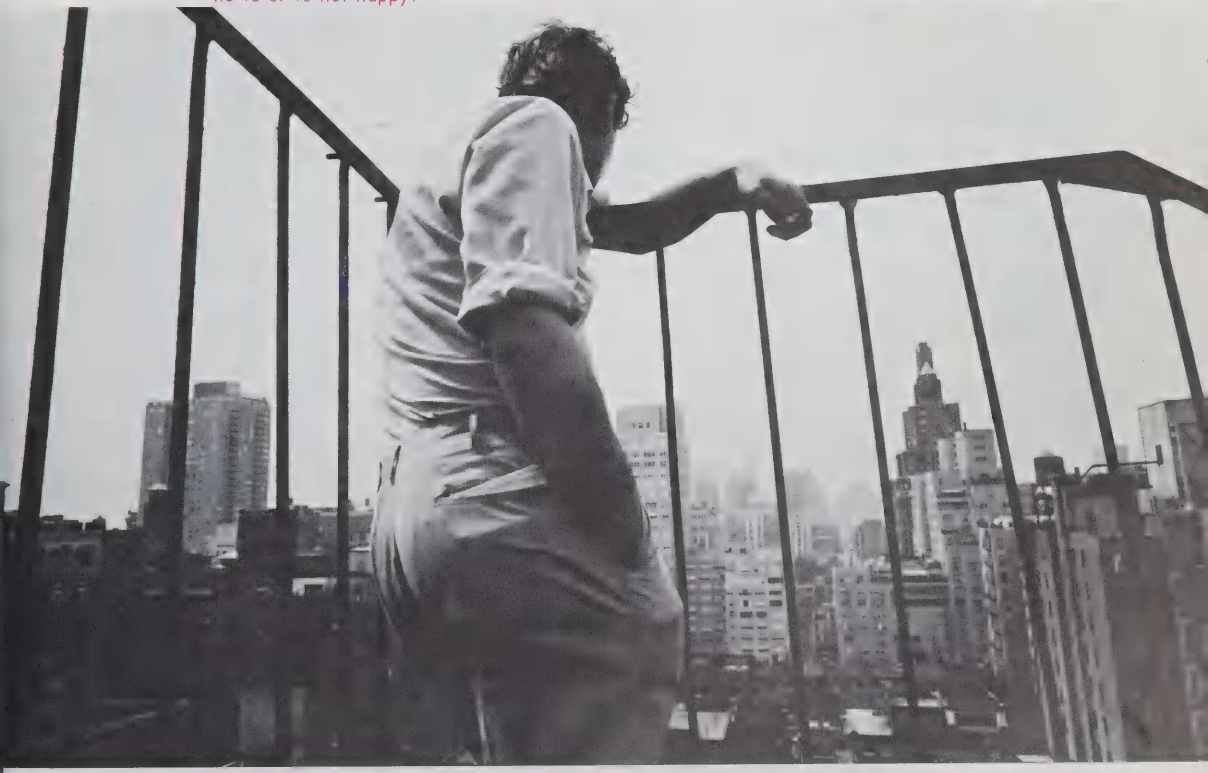
Do you think this picture was taken in the country or the city? Why? Where do you think these people are going? Why?

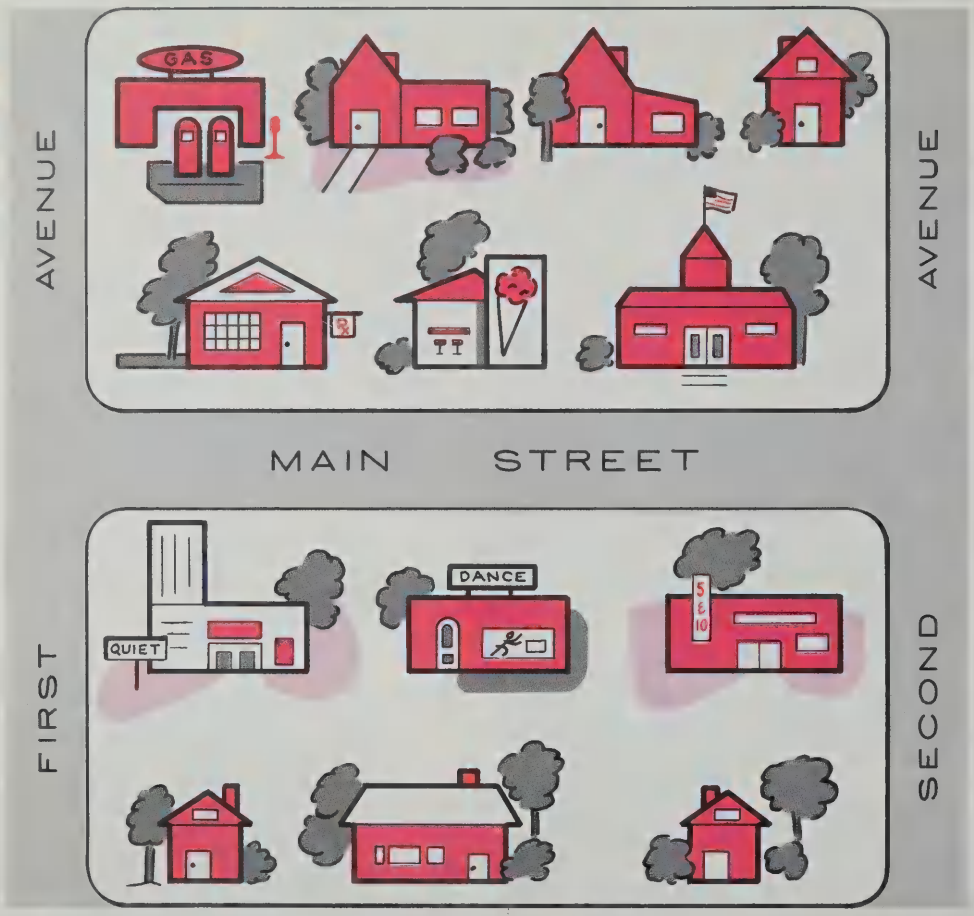
Point to the picture at the right. Ask: "Do you think this woman is enjoying her work? What make you think the way you do?"

Many people do not leave their neighborhood to go to work. They might even work in their own homes. Who might some of these people be?

Some people in your neighborhood may want work but not be able to find jobs.

Call attention to the picture at the bottom of the page. Ask: "Is this man working? Do you think he's happy? Tell why you think he is or is not happy."





Begin Lesson 6, Guide page 1·8.

What jobs would you expect to find in this neighborhood? Why?

In which places would you get goods? Why?

In which places would you get services? Why?

CONCEPTS: Needs and wants

Begin Lesson 7, Guide page 1·8.

SUGGESTION: Be sure the children understand the difference between what we must have to live and what we want.

People who make goods and provide services earn money. Money that people earn for the work they do is called **income.** People use their income to buy the things they need and want.

What are some things people need? What are some things people want?

Compare the pictures on this page. Ask: "Do you think these people are buying things they need or things they want? Why do you think the way that you do?"

Begin Lesson 8, Guide page 1·10.

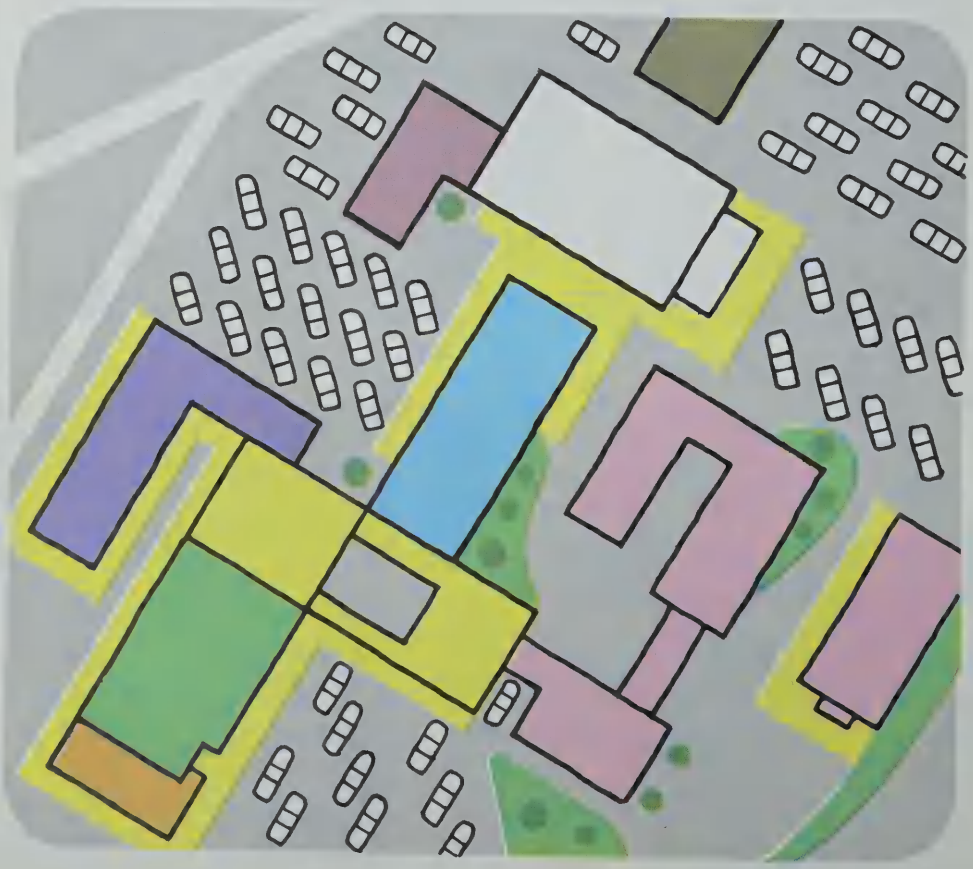
CONCEPT: Shopping Center

SUGGESTION: Compare the map below with the picture on the next page. Ask: "Do you think the map shows the same shopping center as the picture." "Tell how you know you are right."

Ask: "How is the map different from the picture of the shopping center?"

Some neighborhoods have shopping centers. A shopping center has several stores where people can buy things they need and want.

Look at this map of a shopping center. What can you find out about the shopping center by looking at the map?



Point to the picture above. Ask: "Do you think this shopping center is in the city, or out from the city? How can you tell? Is the land in the picture all flat land? Tell what you see behind the shopping center. What kinds of things might you buy at this shopping center?"

Find the hotel in the photograph above. Find the hotel on the map. Match up the other buildings.

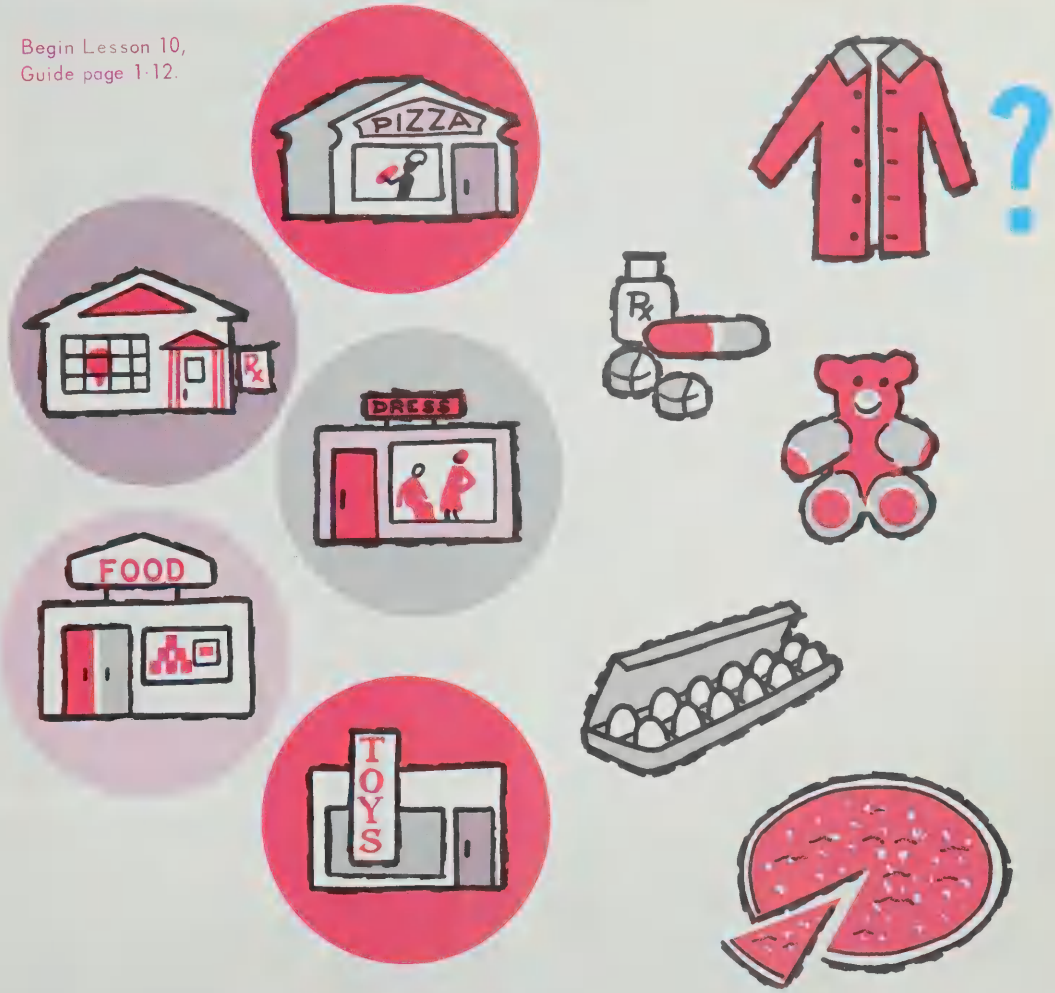
Begin Lesson 9, Guide page 1·11.
CONCEPT: Historical change
SUGGESTION: Call attention to various items in the picture such as the scales, the bins, etc. Ask: "How many things do you see in this picture of an old general store that you would find in a shopping center? What things in this picture would you not see in a shopping center?"

Many years ago, one store in a neighborhood sold most of the goods people needed. It was called the **general store.** Sometimes people paid money for the goods they bought there. At other times, they traded something they had for something they needed.

People liked going to the general store. It was a good place to visit with friends.

How is a shopping center like a general store? How is it different?

Begin Lesson 10,
Guide page 1·12.



Match the store with the good you would buy there.

Which of these goods do people need? Why?

Which of these goods do people want? Why?

Begin Lesson 11, Guide page 1·12.

CONCEPT: Manufacturing • Distribution

SUGGESTION: Compare the pictures on these two pages. Ask the children to point to the picture that shows something that has not yet been changed? something that has already been changed into goods for us to buy? "What had to be done before these goods were put up for sale?"

Most goods are changed in some way before they get to a neighborhood store. Wheat is ground into flour before it is made into bread. Wool is spun and dyed before it is made into coats.

Think about some other kinds of food and clothing. How are these goods changed before people buy them?

Ask: "What do you think this machine is doing?"

Usually, goods are sent long distances before they get to a neighborhood store. Many goods are first moved to a **warehouse,** or storage place. When they are ready to be sold, they are taken from the warehouse and moved to a store.

In what kinds of stores do you think these goods will be sold? How do you think the goods will get to the stores?

"Look at the picture at the right. Do you think these goods are sold right here? What do you think will happen to them next?"

Begin Lesson 12, Guide page 1·14.

CONCEPT: Neighborhood centers

SUGGESTION: Ask the pupils to look at the pictures on these two pages and tell what kind of a place is pictured in each.

Ask: "Does your neighborhood have places like each of these? What other special places does your neighborhood have?"

Neighborhoods have many special places that people use. There are schools where people can learn. There are parks where people can enjoy themselves. Some neighborhoods have community centers where people meet together.

What other special places do neighborhoods have? How do people use them?

Call attention to the picture above. Ask: "Why might this young man be visiting a library? What kind of book might he be looking for?"

What are the people in these pictures doing? Which of these places can be found in your neighborhood?

"Do you think the two girls in this picture are enjoying themselves? How can you tell?"

Begin Lesson 13, Guide page 1·15.
CONCEPT: Interdependence
SUGGESTION: Compare the pictures on this page. Ask: "Who is helping in the top picture? Who is being helped? Who is helping in the bottom one? Who is being helped?"

Neighbors depend on one another. They may not know one another well. Yet, they need to work together. Neighbors work together to solve problems in their neighborhood. They work to help one another.

How are these people being good neighbors?

How do the people in your neighborhood help each other? How do they work together?

Call attention to the picture below.
Ask: "Why do you think these people are sweeping and cleaning the street?"

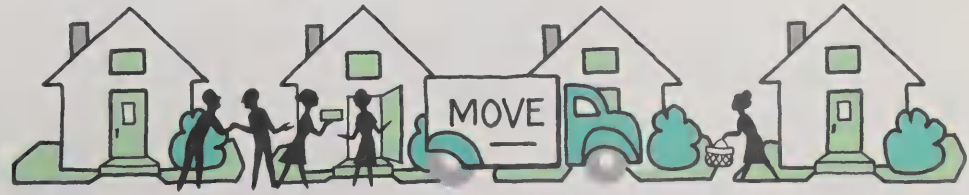
Which house in each row is different?

Begin Lesson 14, Guide page 1·16.

How is it different?

Would you want these people to be your neighbors? Why or why not?

How could they be better neighbors?



How are these people being good neighbors?

1. Draw a cartoon showing what might happen when a newcomer moves into your neighborhood. You might include the greeting a newcomer would receive or the problems he would face. Discuss your cartoons with the class.

2. Tell a story about the times neighbors in your community have worked together. It might have been on a school or safety project.

3. What makes a good neighbor? Make a list of qualities that you think a good neighbor should have. Tell a story about a good neighbor you have known.

4. Think of some words that describe your neighborhood. Write a poem about your neighborhood using those words.

5. Make a model of your school neighborhood. Use a table in your room.

UNIT 2

Outside Your Neighborhood

Introducing the Unit

Unit 2 draws the pupils' attention outside of the "neighborhood," making them aware of why both adults and children leave their own neighborhoods: to work; to play; to visit; or to attend school. This need to leave a neighborhood helps the pupils to understand the importance of different kinds of transportation.

The concept of "areas" is introduced in relation to differences so that the children become aware of how one area is different from another in sights and sounds. Pupils learn the difference between industrial areas and residential areas. They will also come to see how one kind of residential area differs from another, and that there are many different kinds.

Although children have a knowledge of the business district or "center" of a town or city, they are brought to a new awareness of its importance to all people in the area.

LESSON 1 (pp. 25–29)

CONCEPT

Urban neighborhoods

GENERALIZATION

Most people leave their home neighborhoods and travel to other neighborhoods for many reasons.

PROCESSES

Applying • Classifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to suggest at least one reasonable explanation for a person's travel from his home neighborhood.

MATERIAL FOR THE LESSON

Large map of your community

Suggested Procedures

INTRODUCTION

Using the experience charts developed in previous lessons, review the children's concepts of "neighborhood." Children may want to add new ideas. Ask: "Do you stay in your neighborhood all the time? Do your friends? Where are some of the places you and your friends go?"

DEVELOPMENT

Discuss the picture on p. 25. Ask: "What do you see in the picture? If the picture were larger and we could see more of the area, what do you think we would see? Is this like your neighborhood? How is it different?"

Observe and discuss the pictures on p. 26. Ask: "What might the people in the top picture be doing? Do you think this is their neighborhood? What are the boys in the bottom picture doing? Have you ever been to a place like this? If you have, what did you do there?"

After the pupils read the text on page 26, make a chart such as the one on the next page. Then ask the children to closely study all the

pictures on pp. 25-29. Next, starting with p. 25, ask pupils to tell under which category each picture belongs. Offer clues if necessary.

Places People Go for Work	Places People Go for Fun	Places People Go to Shop

CONCLUSION

Place a large map of the community on the bulletin board and use a crayon to circle the area identified as the school neighborhood. Discuss how the school neighborhood is different from the large community. Keep the map so that other areas may be identified as they are studied.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have children draw a picture that shows the means they use to get to school (car, bus, bicycle, walk, etc.). Discuss the different ways children in the class come to school. Tabulate responses on the chalkboard, such as:

Bus—14
Car—8
Walk—6
Bicycle—1

Ask: "Do more walk or ride? Why is this so?"

LESSON 2 (p. 30)

CONCEPT

Signs

GENERALIZATION

Signs are used in a community as a form of communication.

PROCESSES

Observing • Identifying • Classifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to identify four or five different kinds of signs and explain their purposes.

MATERIAL FOR THE LESSON

Old magazines

Suggested Procedures

INTRODUCTION

Ask students what signs they see near their school. What do the signs tell them to do? How do the signs indicate that a school is nearby?

DEVELOPMENT

Direct pupils' attention to the pictures and text on p. 30. After time for individual study, divide the class into small groups, and have them discuss their answers to the questions in the blue panel. Then, after time for small group discussion, ask children for their responses. Help pupils differentiate between different kinds of signs (e.g., signs that tell us what to do in traffic, signs that help protect private property, signs that name or advertise something, signs written in a foreign language).

Have pupils cut out pictures of different kinds of signs from magazines and sort the signs into different groups. Encourage pupils to name or label the groups (e.g., traffic, property, etc.). When pupils have grouped the signs, ask them to explain why they think those groups go together.

CONCLUSION

Have students answer the questions on p. 31 (Activity Page). Use the pupils' responses as a source of evaluation of what they have learned. To extend this activity, apply the questions on p. 31 to the signs the students collected.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Take the class for a walk in the school area, and make a list of all signs the pupils discover. Have the students note where each sign is found.

2. Let each pupil choose a sign and draw it, using the sign's actual colors.

LESSON 3 (p. 31)

Ask the class to read silently each group of questions and study the appropriate signs. When the children have had sufficient time to prepare their answers, lead a discussion of these activities.

Ask what other signs the class might see if they visited the places where the pictured signs might appear. (a park, a lake, hospital area, a suburban or rural road, or a thruway)

Let the children have time to draw other signs like those on page 31 and tell what each sign means.

LESSON 4 (pp. 32–36)

CONCEPT

Specialized urban districts (residential, commercial, industrial, recreational)

GENERALIZATION

Different areas serve business, cultural, educational, and recreational needs of people.

PROCESSES

Observing • Identifying • Categorizing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify specialized districts.

Suggested Procedures

INTRODUCTION

Ask students to name the different areas found in a city. Write these areas on the chalkboard. Help extend their understanding by referring to a large map of your community. Ask: "Are the areas we have talked about alike? In what ways? How are they different?"

DEVELOPMENT

Use the preceding questions to lead into a thorough discussion of the way towns and cities are divided into areas, using your own town or city as an example. To strengthen their learnings about divisions within a city, write on the board the names of such areas as "business district," "downtown residential area," "recreational area," "factory district," and "suburban residential area." Point out, however, that some areas serve more than one purpose.

After you are fully convinced that the class understands the concept, ask them to study, page by page, the pictures on pp. 32-36. For each picture, ask: "What kind of area is this?"

Use the picture on page 36 to lead into a discussion of the various types of sounds that are associated with different areas. Ask: "What kind of sounds would you hear in an area like the one in the bottom picture?" (Sounds of machinery, trucks, mill whistles, etc.)

CONCLUSION

Have students collect pictures which illustrate different areas of the city. Ask children to find pictures in old magazines, cut them out,

and paste them separately on sheets of paper. Have pupils, in groups, sort the pictures into stacks representing each area which they had previously listed on the chalkboard. (e.g., areas where we live, areas where we shop, areas where people work, areas where we go for fun, areas where we see factories)

After all the pictures have been placed in the correct stacks, direct pupils in making a class scrapbook.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Plan a field trip for the children (e.g., a bus ride) to take them through as many different areas of the city as possible.
2. When the children return from the field trip, make an experience chart.
3. Have children draw a picture of one area of the city. After they show their pictures, display them on the chalkboard.

LESSON 5 (p. 37)

Give the children sufficient time to read each question and study the two pictures in each group. After pupils have prepared their answers, lead a discussion of sounds as they relate to specific areas.

If magazines are readily available, or if appropriate picture packets are available, children can choose new areas and tell the sounds that can be heard there.

You may wish to divide the class into two teams and let each team take turns giving the sounds for areas as you show pictures. The team who gives the most sounds for an area wins for that picture.

LESSON 6 (p. 38–39)

CONCEPT

Industrial districts

GENERALIZATION

Some areas of a community are engaged in the manufacturing of goods.

PROCESSES

Observing • Identifying • Explaining

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to locate an industrial area within their community or describe the general appearance or purpose of such an area.

Suggested Procedures

INTRODUCTION

Direct children's attention to the pictures (on pp. 38 and 39. Ask: "What is happening?" (Accept many responses.) "What do you see in these pictures?" (e.g., large factories, high chimneys and smoke, workers, trucks, drawbridge for trains, docks, etc.) "We call these areas industrial areas. What different kinds of factories might we find in an industrial area in a city?" (Children might mention shoe factories, furniture factories, automobile and truck factories, etc.) "Does a big city need an industrial area? Why?" (Accept all responses. If it is not mentioned, discuss jobs factories provide.)

DEVELOPMENT

Have pupils read the text on p. 38. Help them gain a clear understanding of an industrial area by explaining that hundreds of people

work in the industrial area of the city, that there are factories, warehouses, and wholesale houses (find out if pupils know the meaning of *wholesale house*), that some of the buildings are big and some are little, that some are old and some are new, and that many goods are produced in the factories in a city.

List the major factories in your community on the chalkboard. Ask: "What product or products are manufactured there? Do any members of your family work at these factories? If so, who? Where do they work?" (Note: Perhaps children will need to talk to their parents and report their findings back to the group on the following day.) Findings might be tabulated on the chalkboard, in the form of chart such as the one below:

Jones Company Furniture	Smith Company Cars	Etc.
Mr. Smith Mr. Brown Mrs. Campbell Etc.	Mr. Jackson Mr. Andrews Etc.	

On the map of the city, locate these factories.

Plan a class field trip to an industrial area. Ask: "What do you think you will see there?" (Children can be expected to mention factories, workers, machines, tools, and services such as transportation and electricity.) List the children's predictions on the chalkboard.

CONCLUSION

Conclude the lesson by testing the pupils' knowledge of factory operations by asking such questions as: "What did we see that shows a factory hires many people? Why do you think they need so many people? What did we see that tells us factories need ways to haul goods? Why do they need trucks, railroads, etc.? What did we see that tells us factories and homes should be separated?"

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have children draw pictures showing the industrial area of the city. Display pictures on the bulletin board with a caption, such as *Our City's Industrial Area.*

2. Present the following "change-effect" situations to the class.
   - Pretend that the freight trains, trucks, and ships could not come to our city any more. What differences would it make to the big factories? To the other stores? To our families?
   - Pretend that the big factories closed. What difference would it make to our families? To the rest of our city?
   - Pretend that all workers quit. What difference would it make to the community?

LESSON 7 (pp. 40–41)

CONCEPT

Residential districts

GENERALIZATION

The kinds of housing found within a community are influenced by its location.

PROCESSES

Observing • Comparing • Analyzing • Identifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to identify two or three differences and similarities among homes in different residential areas.

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing the different areas of the city discussed thus far. As the students respond, list the areas on the chalkboard,

and encourage the children to discuss what they know about each area. (Areas listed would probably be industrial area, downtown area, and area where people live, or neighborhood area.)

DEVELOPMENT

Direct pupils' attention to the pictures on pp. 40 and 41. Ask: "What kinds of areas are these?" (Accept the general response *residential areas.*) "What kinds of buildings do you see? Do you think that these buildings are homes? Why do you think so? Are these buildings alike? How are they alike? How are they different?" Let the pupils ask questions about the pictures.

Instruct the class to read the text on p. 41. Ask: "What kinds of residential areas do you see in the pictures on pages 40 and 41?" Clarify the meaning of the terms *city project* and *suburb*. Encourage pupils to talk about different kinds of residential neighborhoods they have seen.

CONCLUSION

Have each child bring at least one picture from a magazine that shows a home similar to one he knows. Let children group pictures according to types of homes and arrange these residential areas on a table top or bulletin board as they would appear on a city map. Major streets would be shown; children might also show stores, churches, etc. Orient the map according to true directions. Help the pupils understand the necessity of representing the streets, sidewalks, homes, and buildings factually. Determine the cardinal directions and mark them on the map. Then have pupils talk about the cardinal direction which different homes are from other places (e.g., "Susan lives north of Park Street." "Bob lives west of Sue." etc.).

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have each child draw a picture depicting a residential neighborhood which he knows or has seen.

2. Ask children to notice the kinds of yards people in their neighborhood have. (If an area is made up of apartments there might be few yards.) They might also notice whether a majority of the people have pets, what types of stores are in the residential area, etc.

LESSON 8 (p. 42)

Have pupils study page 42 silently. Ask them to read the study questions and to answer them silently. After some time for study, lead a class discussion directed at the study questions.

Let the class make dioramas, showing different areas of the city. A diorama is a small-scale model of a scene arranged in a case. The development of these dioramas should provide opportunities for evaluation, discrimination, and appreciation.

(Note: Here we are primarily interested in residential and industrial areas since they have been discussed in detail. However, if a child is particularly interested in the downtown, or central area, he should be allowed to show this area in his diorama.)

Help the children organize the ideas to be used; allow time for discussion and decision making. Let each child make a sketch of his plan for a scene—the sketch will serve as a guide in making the diorama. (Note: The teacher may want to offer helpful suggestions after looking at each sketch.)

LESSON 9 (p. 43)

CONCEPT

Central city districts

GENERALIZATION

The central area of a city usually houses its major business and service centers.

PROCESSES

Observing • Interpreting • Explaining

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to explain the advantages of a central location for business and service centers.

Suggested Procedures

INTRODUCTION

Have pupils browse through books and magazines (the class scrapbook showing different areas could be used) to identify different kinds of stores in the central area of a city. Discuss what the pupils have found.

DEVELOPMENT

Ask pupils to look at the pictures on p. 43. "What do you think the buildings in the top picture are used for?" (Accept general answers.) "If you look closely, you can see people inside those buildings. What do you think they are doing? The people in the bottom picture are in a store. What kind of store is it? Do you think this store is in the city or in a shopping center? How can you tell?"

Have pupils read p. 43 silently. (Be certain that the meaning of *services* is clear to the students.) After some time for individual study, ask them to talk, in small groups, about the pictures and their answers to the questions on the page. Then, after time for small group discussion, ask pupils for their answers. Guide the discussion so that pupils will have an understanding of the many different kinds of stores and services (e.g., banks, department stores, hotels, office buildings, medical buildings, etc.) found in the central area of a city.

CONCLUSION

Conclude lesson by having class talk about the central area of your city or a nearby one the children know, thereby using their personal experiences as an aid in developing the concept.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have half the children draw different places found in the central area. The other half will illustrate the services provided by these places. (The children might work in pairs for this activity.)

When the children complete their drawings, organize or match the drawings (with the help of the class) in the form of a pictorial chart.

2. Let the class plan pantomimes showing services provided by some of the stores and other places found in the central area of the city. (e.g., department store clerk selling goods, someone borrowing money from a banker, etc.)

LESSON 10 (pp. 44–47)

CONCEPT

Neighborhood change

GENERALIZATION

The physical appearance—and sometimes the purpose—of neighborhoods change over many years.

PROCESSES

Observing • Comparing • Data collecting • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list two or three reasons why neighborhoods undergo change.

MATERIALS FOR THE LESSON

Drawing paper, art supplies

Suggested Procedures

INTRODUCTION

Use resources such as town records, old newspapers, or books in a local library to find out about the early history of your community. Give pupils a capsule summary of what life was like in your community many years ago.

Ask: "Does your community look the same now as it did many years ago? How has it changed? How has it grown?"

DEVELOPMENT

Direct pupils' attention to the pictures on pp. 44 and 45. "What is happening in the pictures? What do you think the neighbors in the bottom picture on p. 44 are doing?"

"What kinds of neighborhoods do you see here? In which of these neighborhoods do you think new buildings might be replacing old ones? Explain your selection."

Asking questions such as these stimulates a variety of responses. Let children ask questions about the pictures, also. In this lesson, pay special attention to children's meanings for *change, many years ago,* and *present time.*

As the next step, read aloud the text on p. 45 to the class. Have the pupils think about and discuss the questions. In answering the text questions, elicit as many responses as possible.

Help the children see that change is continuous. Some changes occurred over long periods of time—the "long ago" for second graders; some changes are occurring now.

CONCLUSION

Conclude the lesson by having the children study the drawings on pp. 46-47. Use the drawings as a game-like activity to help strengthen their knowledge about the various distinctive areas within a city.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils suggest changes that might be good for their neighborhood, and draw "Before and After" pictures showing these changes. Ask them to give reasons for their suggestions.

2. Have students look through magazines and newspapers to find examples illustrating how particular neighborhoods have changed.

REVIEWING THE UNIT (p. 48)

The questions on this page help to reinforce and review the concepts presented in Unit 2. Discussions resulting from these activities will call upon the children to give further thought to neighborhoods and different areas in a city. They will have an opportunity to apply what they have learned and to see how their own lives are affected by the world immediately around them.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Bianco, Margery. *A Street of Little Shops* (New York: Doubleday Doran, 1932).

Blough, Glenn. *Who Lives in This House?* (New York: McGraw-Hill Book Co., 1957).

Peit, Creighton. *The First Book of Bridges* (New York: Franklin Watts, Inc., 1966).

Schick, Eleanor. *City in Winter.* (New York: (The MacMillan Co., 1967).

Schneider, H. *Let's Look Under the City* (New York: William R. Scott, Inc., 1954).

Tresselt, Alvin R. *Wake Up, City* (New York: Lothrop, Lee & Shepard, 1957).

Begin Lesson 1, Guide page 2·1.

Unit II

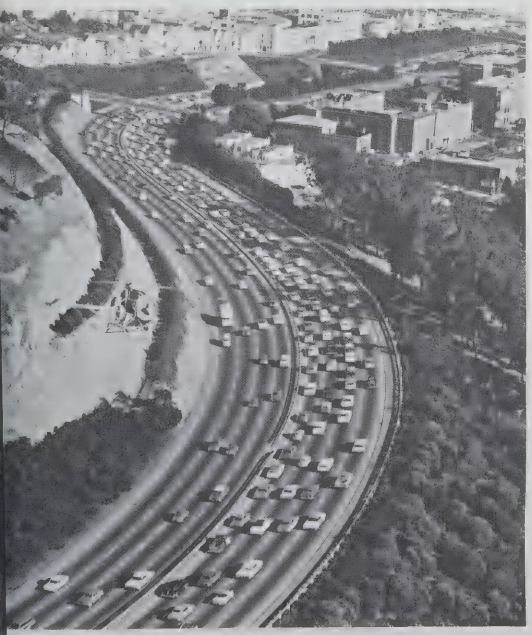
Outside Your Neighborhood

People do not stay in their neighborhood all the time. They leave for many reasons. Adults go to their jobs. Children visit their friends. Sometimes children go to school in another neighborhood. What are some reasons people leave your neighborhood?

CONCEPT: Urban neighborhoods

SUGGESTION: Compare the picture on page 25 with the two pictures on this page. Ask: "How are these neighborhoods alike and how are they different?"

Call attention to the picture above. Ask: "What kind of transportation are these people using? Where might they be going?"



When people leave their neighborhood, they have different ways of traveling. Some people walk to work. Others live a long distance from where they work. How do they travel to work?

Years ago, people lived closer to their jobs. Why can people today live farther from where they work?

How do you get to school? How do the people you know get to their jobs?

Ask: "What different kinds of transportation do you see in this picture?"

SUGGESTION: Compare the pictures on these two pages. Ask: "How are these areas alike? How are they different?"

When you leave your neighborhood, you pass through other **areas.** What areas do you see here? What do you see when you leave your neighborhood? How can you tell that you are in a different area?

Are places like these found in your neighborhood? What things could people do in these places?

How is the area in this picture different from the area in which you live?

Ask the children to look at the picture above. Ask: "Do you think that the city in which this picture was taken is a big city or a small city? How can you tell? Do you know what city it is?" (New York)

Begin Lesson 2, Guide page 2-2.
CONCEPT: Signs
SUGGESTION: Ask: "Why do we use signs?"
Call attention to the picture on the right. Ask: "What does this sign tell you about this neighborhood?"

Look around carefully when you are in another area. Look at the types of buildings. Look at the signs. All of these tell you something about the area you are in. What can you tell about the areas shown in these pictures?

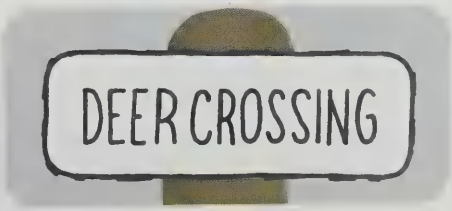
What is special about the signs in the picture below? How do the signs at the right tell you to act? What other signs have you seen that tell you how to act?

Call attention to the picture at the left. Ask: "What kind of a store is this? Do you think the customers live nearby or come a distance to shop here?"

Begin Lesson 3, Guide page 2·3.

Where would you see these signs?
Would these places be alike or different? How?

In what kinds of places would you see these signs?
How would you act if you saw these signs?



In what kind of place would you see this sign?
What does it mean?

Begin Lesson 4, Guide page 2·3.

CONCEPT: Specialized urban districts

SUGGESTION: Ask the children if they think this is a business district or a residential area? Ask: "How can you tell?"
Ask: "How many kinds of transportation do you see in the picture?"

There can be many different areas in a city. How are the areas in these pictures alike? How are they different?

Why are these buildings so tall? Why are they so close together? How is your neighborhood like this one? How is it different?

What modern buildings are located near you?

Call attention to the picture above. Ask the class to point to the most modern building in the picture. Then ask: "Why do we call it 'modern?' How is it different from the others?" Ask: "Why do you think there are so many bicycles in the yard?"

SUGGESTION: Compare the pictures on these two pages. Ask the children in which of these areas we would find the most people living. the least.

In some areas, buildings are closer together than in other areas. In some areas, buildings are taller or newer. Why do you think this is true?

How are these places different from one another?

Call attention to the picture at the right. Ask: "What kind of buildings are these? How many families might live in each one? Do you think this picture was taken in a city or in a small country area?"

Call attention to the picture below and ask whether it was taken in a large city or a small city. Ask pupils to tell how they know.

Some areas have different sounds than others. What sounds do you hear in your neighborhood? What sounds might you hear in the areas shown here? Why do you think different areas have different sounds?

SUGGESTION: Compare the pictures on this page and ask the class *why* the sounds would be different in these areas. Ask: "Can you tell what kind of work is done in the areas shown in these pictures?"

Begin Lesson 5, Guide page 2·4.

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What sounds might you hear in these areas?
Which sounds would be the same in both areas?

What sounds might you hear in these areas?
How would the sounds be different?

Begin Lesson 6, Guide page 2·4.

Call attention to the picture and ask what the children think the men are doing. "What kind of tool are they using?" "Why do the men have a covering over their faces?"

CONCEPT: Industrial districts

SUGGESTION: Ask the children to compare the pictures on these pages and then look at the picture on page 32. Ask: "How are the areas on these pages different? How are they the same?"

When you leave your neighborhood, you may pass through an **industrial** area. The buildings in an industrial area are factories.

What kind of work might people do in this area? Why do very few people live in an industrial area?

Call attention to the picture on this page and ask: "Why would a factory be built near water?"

Begin Lesson 7, Guide page 2-5.

CONCEPTS: Residential Districts

SUGGESTION: Ask the children to look carefully at the pictures on these two pages. Ask: "Where might each of these neighborhoods be found: in a city, in a suburb? How can you tell?"

Ask the pupils to look at the picture above. Then ask: "What are these boys doing? Are they having a good time? How can you tell?"

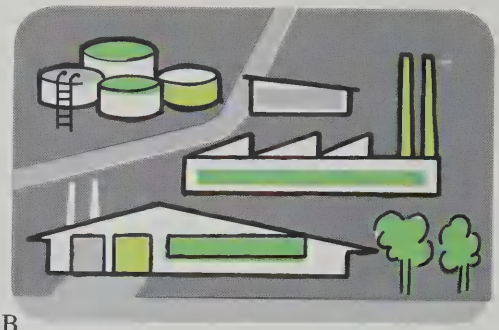
A **residential** neighborhood is an area where people live. A city project makes up one kind of residential neighborhood. Small houses in the suburbs make up another. What other kinds of residential neighborhoods have you seen?

How are the neighborhoods in these pictures alike? How are they different?

Call attention to the picture on the bottom of the opposite page. Ask: "Could this picture have been taken in the same city as the picture on this page? How can you tell?"

Begin Lesson 8, Guide page 2·6.

A



B

What kinds of areas are these?
How are they alike? How are they different?

C

D

What kinds of areas are these?
How are they alike? How are they different?
How are pictures A and C alike? different?
How are pictures B and D alike? different?
Which one is most like where you live?
Which ones are most different? Why?

Begin Lesson 9, Guide page 2-6.

CONCEPT: Central city districts

SUGGESTION: Compare the two pictures on this page. Ask: "Where would we find stores and buildings like these in our city?" Then ask the class if they can think of any other names we could use for this area.

Direct attention to the tall buildings in this picture. Ask: "What kinds of work do you think the people who work here do?"

The **central** area of a city is a busy place. What kinds of stores are in the central area? What services are found there? Why is the central area of a city important?

Why do buildings in the city need so many floors? What are these buildings being used for?

Direct attention to the picture on the right. Ask: "What department in the store are these people shopping in? What do you think the boy wants to buy? Do you think the lady on the right in the picture wants to buy something for herself? Who do you think she is shopping for?"

How are the neighbors in this picture working together?

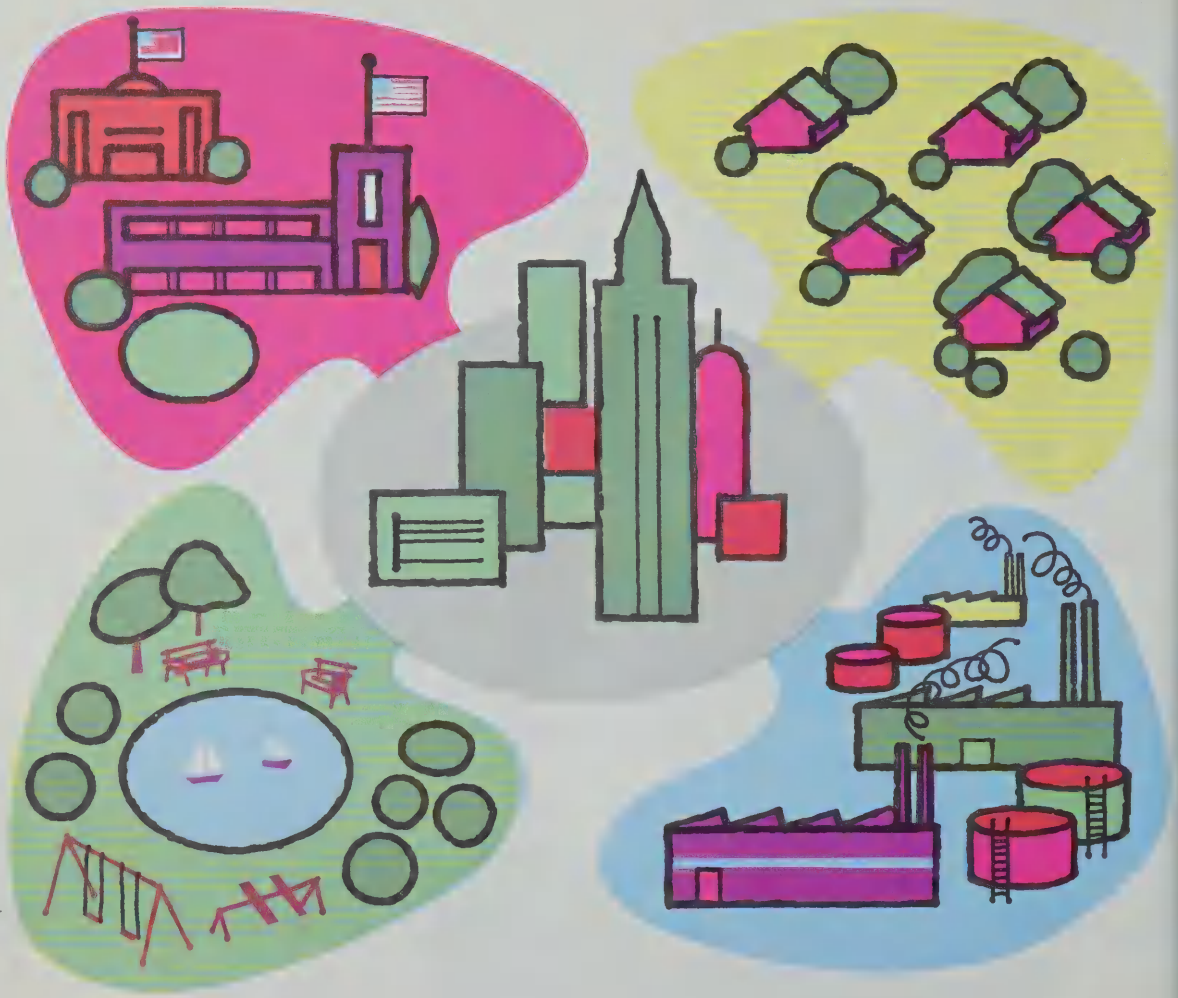
Begin Lesson 10, Guide page 2-7.

CONCEPT: Neighborhood change

SUGGESTION: Compare the buildings in the two pictures on this page. Ask: "How are the buildings alike? How are they different? Which shows that a greater change has taken place? What do you think the empty land in the top picture will be used for? Why do you think the boys in the bottom picture are cleaning up the lot?"

"Look at the picture above. Tell how this neighborhood is different from the ones in the pictures on the opposite page. What change do you think has taken place here?"

People sometimes try to change their neighborhood. What changes are taking place in these neighborhoods? Why do you think people are making these changes?



Ask: "How many different kinds of areas are shown on this map?" "How many might give people a place to live?"

Look at the areas on this map. What kinds of areas are shown here? How might each be used? Why is each area important?

How are these areas being changed?
What might happen because of the changes?
How will these changes help the community?

1. Look through magazines to find pictures of different kinds of areas. Label these areas. Make a scrapbook.

2. What kind of neighborhood do you live in? Explain your answer.

3. Can you think of any ways in which you would like your neighborhood to change? Tell the class your suggestions.

4. How can living in the city or the suburbs make a difference as to where you play or where you shop? What are some other differences it might make in your life?

5. In what kinds of areas might you find an office building? a school? a hospital? a church? a park? a one-family house?

UNIT 3

Communities and Their Growth

Introducing the Unit

Unit 3 broadens the pupils' concept of "area" to include the idea of living in a "community" and how communities may differ greatly in size. This unit provides the children with an understanding of how a community is founded and why people settle communities where they do.

Examples of communities such as New York City, Atlanta, Washington, D.C., San Diego and Squaw Valley in California, and Los Alamos in New Mexico provide an understanding of small communities that have grown over the years. Children are led to see why these cities have grown—because of their location, their natural resources, their use of natural resources, their land and climate, and their people.

Examples given of other cities that have not grown, or have, in fact, "died," help the children to see that as people's needs change, or as natural resources are diminished, people leave the community.

The pupils learn about suburbs: what they are, where they are, who lives in suburbs, and their great importance.

Attention is focused, too, on the very important concept of interdependence of one community upon another, which shows the children our basic need for others.

LESSON 1 (pp. 49–53)

CONCEPT

Community change

GENERALIZATION

Growth in population and technology brings about changes within a community.

PROCESSES

Observing • Camparing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to describe three or four reasons why communities change.

Suggested Procedures

INTRODUCTION

Have the students study the picture on p. 49. Ask: "What are the people doing? Do you think these people lived long ago or might they be living now?" Direct the children's attention to evidence for their answers. For example: "How can you tell these people lived long ago? What do you notice about their clothes? the way the woman is cooking? the house that is being built?" Help extend comprehension and give the students historical perspective by including additional information. Indians were the first people to live in most local communities in America, followed by explorers, and then settlers.

DEVELOPMENT

Before moving on from the drawing on page 49, ask some of the children to compare

the life of these pioneers with the way we live today. Draw for comparison on such items as cooking utensils, type of homes, transportation, clothing, etc. As the class sees these differences, the concept of change will begin to come into focus, and the teacher should build on this by using the drawing on page 50 and the two photographs on page 51 which represent three stages in the growth of Brooklyn, N. Y.

Let the children compare these three pictures, telling which is the oldest, which comes next, and, finally, which is a present-day picture. Encourage them to explain their answers in terms of such items as cars, modern buildings, etc.

After pupils study the pictures on pages 52 and 53, ask: "Do you think these towns will grow and prosper? What do you see that makes you think so?" (river, lakes, railroad, etc.)

CONCLUSION

Ask the students to imagine that they could travel back in time to live in the community pictured either one hundred years ago (p. 50) or fifty years ago (top, p. 51). Which one would they select to live in? Why? Discuss how their lives would be changed.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Invite a local historian to come to your class and talk about the settlement of your community. If this resource person does not have pictures, historical articles, or other visual aids, make arrangements to secure them. Have the class prepare a list of questions to ask the visitor.

2. Have children find out if there are any places in or near their local community that have Indian names or were named for early settlers. Ask them to find out why these particular names were selected. Have them report findings back to class.

LESSON 2 (pp. 54–56)

CONCEPT

City growth

GENERALIZATION

Cities grow when they have the resources to provide for the growing needs of their people.

PROCESSES

Observing • Identifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify several factors which influence the growth of a city.

Suggested Procedures

INTRODUCTION

Direct children's attention to the pictures on pp. 54, 55, and 56. Ask them to talk about what they observe in the pictures. (Accept many responses.) Ask: "Is there a difference in the picture on page 54 and the rest of the pictures? What is it? What are the people doing? Have you ever been to places like the ones shown in the pictures?" Let the children share their experiences and ask questions about the pictures. Explain that all of these pictures are of New York City. On a wall map of the U.S., locate New York City.

DEVELOPMENT

As your next step, read aloud the text on page 54 to the class. Have pupils think of answers for the text questions as they are read. Reread the questions one at a time and let children volunteer to answer. Offer all of the children an opportunity to comment on the answer.

After the children read all of the text on page 56 silently, ask them to respond to the question, "Can you tell from the pictures what some of these businesses are?" As the children name the different businesses, list them on the chalkboard. Ask: "Can you think of other businesses that you would find in New York City that are not shown in the pictures?" As children give further suggestions, add them to the list.

CONCLUSION

Make an experience chart about New York City. Let the pupils suggest sentences while you write them on the chalkboard. Then ask the pupils to choose those they think tell best what New York City is like.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Pretend that you are standing on one of the main streets in Manhattan. Draw a picture showing what you think you would see.

2. Read to the class a story of an immigrant arriving in New York City from another country.

LESSON 3 (p. 57)

Have pupils study page 57 silently. Ask them to read the study questions and to answer them silently. After some time for study, lead a class discussion directed at the study questions.

Ask each child to select one of the areas shown in the diagram on page 57 that he thinks would be a good place to start a community. Have the children draw pictures showing why this particular area would be good. After the drawings are completed, let each child show his drawing and tell why he thinks this would be a good place to start a community.

LESSON 4 (pp. 58–59)

CONCEPT

Transportation

GENERALIZATION

Railroad transportation strongly influenced the location and growth of some major cities.

PROCESSES

Observing • Comparing • Interpreting • Explaining

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to give an example of how transportation can attract people to a community.

MATERIALS FOR THE LESSON

Magazines containing pictures showing methods of transportation; wall map of the United States.

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing the concept of *community growth*. Discuss how most communities were founded by just a few people; it was not until other people came that the communities grew larger. Refer once again to the pictures on pp. 50 and 51 to show how one community grew over the years. Ask: "What are some reasons communities grow?"

Using a large wall map of the United States, help the children locate Atlanta, Georgia. Find the distance between the children's home and Atlanta.

DEVELOPMENT

Direct the children's attention to the pictures on pp. 58 and 59, explaining that all the pictures are of Atlanta, Georgia. Ask them to talk about what they observe in the pictures. Ask: "Have you been to places like the ones shown in the pictures?" Let the children share their experiences and ask questions about the pictures.

Discuss the pictures on p. 58. Ask: "In what kind of place was the top picture taken? How do you know? What area of the city does the bottom picture show? How can you tell? What do you notice about the freeways in the picture? At what time of day do you think this picture was taken? Why?

"What do you see in the picture on p. 59? Have you ever been to a place like this? Do you

know what it is called? If the picture were larger and we could see more of the area, what do you think we would see?"

CONCLUSION

Have the children make a picture chart of transportation in the city or town you live in, using magazine or newspaper photographs of all the methods of transportation which are used in your locality.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Help the students write a class letter to the Chamber of Commerce in their city. Have them ask for such information as the size of their city now, the size many years ago, what contributed to its growth (Was it railroads?), etc. Let the class work together in composing the letter; write the letter on the chalkboard as suggestions are made. After the letter has been completed, ask one of the pupils to copy the letter for mailing.

With the information received from the Chamber of Commerce, the class could compare the size of their city and the importance of the railroads with the history of Atlanta, Georgia.

2. Have children draw pictures showing ways the railroad helped Atlanta grow.

LESSON 5 (pp. 60–61)

CONCEPT

City planning

GENERALIZATION

Planning is necessary if a city is to grow in an orderly and attractive way.

PROCESSES

Observing • Comparing • Analyzing • Identifying

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify examples of city planning.

Suggested Procedures

INTRODUCTION

Write the word *capital* on the chalkboard. Ask the class what the word means. Discuss the meaning of the word in relation to state capitals and national capitals. Ask the students if they know the names of the capitals of their state and of the United States. Ask: "Have any of you ever been to Washington, D. C.? If so, what was it like?"

Using a large wall map of the United States, help the children locate their state capital and Washington, D. C. Discuss the distance between their homes and the capital cities.

Ask: "If you were planning to visit Washington, D. C., what might you want to know about the city before going there?" Guide the children to mention such subjects as who founded the city, how it grew, and interesting places to visit.

(Note: If possible, secure a large number of pictures of Washington, D. C. so that pupils may refer to them during this study.)

DEVELOPMENT

Direct pupils' attention to the pictures on pp. 60 and 61. Ask them to discuss what they see in the pictures; let them ask questions about the pictures.

After this discussion, read the text on p. 60 to the class. Help extend comprehension by adding some additional information. For example, tell the class how the site for Washington, D. C. was chosen; who drew up the plans for the city; who was president at the time, etc. Ask: "Do you think a city should be planned before it is built? Why?" (Possible responses might include: wide enough roads can

be built, stores can be built in central locations, an adequate number of schools can be built, etc.)

Discuss plazas so that children have a clear understanding of the term. Direct children's attention once again to the picture on p. 61. "What is the area in the center of the picture called? How do you know that it is a plaza?" Have pupils give evidence for their answers. (They might refer to the text definition on p. 60. They should notice the wide avenues leading to and from the plaza, like spokes of a wheel.)

CONCLUSION

Invite someone associated with the city government—someone familiar with city planning—to visit the class and tell about the planning of the city. Prepare for this interview by talking with the children about what they would like to learn from this visitor. Have pupils prepare a list of questions to ask, and assign the responsibility for asking the questions to various pupils.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have the class use cardboard, construction paper, clay, etc. to construct a model of one of the plazas in Washington, D.C., showing features like trees and sidewalks and how the avenues lead to and from them.

2. Take a class trip to a park near your school. Is it overcrowded? Did the city planners make this park big enough? Observe how the park is arranged and what equipment it has. When the pupils return to the classroom, have them use crayons and manila drawing paper to design a plan for a park. Have them consider such things as the size of the park, equipment needed, placement of equipment, etc.

3. Secure an airview picture of Washington, D.C. and one of your city. Compare the two. Ask: "How can you tell, by looking at these two cities, whether they were planned, or not?"

4. Prepare a bulletin board display about Washington, D.C., using pictures from magazine and travel brochures.

LESSON 6 (pp. 62–63

CONCEPTS

Climate • Industry • Natural Resources

GENERALIZATION

The climate of a community strongly influences the kinds of industry and activities found there.

PROCESSES

Observing • Categorizing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list several industries and activities affected by climate.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 62 and 63. Ask: "How does the climate in these two pictures differ?" Explain that both these communities are located in California. Using a large wall map of the United States, help them locate San Diego and Squaw Valley.

DEVELOPMENT

Discuss the picture on p. 62. Ask the pupils to discuss what they observe in the picture. Ask: "What are the men in the picture doing? What do you think they do for a living? Why?" After reading the text on page 62, have the students answer the following question: "What other seaport activities might you find in San Diego?" Mention in the discussion that ships from all over the world come to San Diego bringing people and goods, and ships from San Diego are able to take goods to all parts of the world.

Discuss the picture on p. 63. Ask the pupils to talk about what they observe in the picture.

"What are the people getting ready to do? How can you tell? How are the people dressed? Why do you think they are dressed like this? What do you think you would find inside the buildings in the picture?"

CONCLUSION

Engage the pupils in a discussion about the land and climate of their local community. Guide the discussion by asking questions such as: "Is the land in and around your local community hilly, or is it mostly level? If there are mountains nearby, are they high and rocky, or are they green all the way to the top? What would you tell someone in another community about the land around you?"

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask a committee of pupils to find out about the climate in their state. Have them learn if any places in their state have a different kind of climate at the same time of year. The students may need to consult the librarian for help in locating the information.

2. Ask pupils to construct a chart comparing the climate of San Diego, Squaw Valley, and their community.

LESSON 7 (pp. 64–65)

CONCEPT

Specialized communities

GENERALIZATION

The location of many communities is related to the purpose for which they were founded.

PROCESSES

Observing • Data collecting • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to explain why the location of a community, such as Los Alamos, New Mexico, is important.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on p. 64. "What do you see in the large picture? The small picture?" (Accept many responses.) "Where do you think the community in the top picture might be located? Why do you think so?"

DEVELOPMENT

Using a large wall map of the United States, help the children locate Los Alamos, New Mexico. Discuss the distance between Los Alamos and the communities closest to it. Discuss the distance between Los Alamos and your city.

Ask the children to silently read the text on page 64, and then lead into a discussion of the key ideas developed.

"Los Alamos was built as a center for government work. What kind of work do you think might be done there? Give reasons for your answers. What kind of people do you think work in Los Alamos? Why? Why do you think Los Alamos was built away from other communities?" (Do not expect detailed answers). Depending upon the ability of your class, you might wish to ask a committee of pupils to find out the answers to these questions and report their findings back to the group. Or, they may need to consult the librarian for help in locating the information.

"Many workers moved to Los Alamos from all parts of the United States. Did any of you move here because your parent(s) took a job here?" (If so, ask those pupils to talk what moving to a new community was like.)

CONCLUSION

The exercise on page 65 is a game-like activity which deals with specialized cities in the United States. Conclude the lesson by asking the pupils to do the exercise. Combined with your previous discussion and picture study, it will reinforce learnings on the subject.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Pretend you are a worker in Los Alamos.

Draw a picture showing something about your work.

2. Read or tell the class a story about the significance of the work being done in Los Alamos.

LESSON 8 (pp. 66–69)

CONCEPT

Urban decline

GENERALIZATION

Communities do not grow when they lack the resources to provide for the needs of their people.

PROCESSES

Comparing • Identifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify at least one reason why a city fails to grow or "dies."

Suggested Procedures

INTRODUCTION

Introduce the idea that sometimes an entire town can be economically dependent upon one product. In the event that as time passes and the product is not needed as much, the town can suffer economically or "die."

DEVELOPMENT

Read the text on p. 67. Examine the sentence "Today more people leave this community than move into it." Ask: "Why do you think this can happen?" (Accept many responses.) Mention that coal is not used as much now as it once was. "Can you name ways coal was used many years ago? How is it used now? What is used now in place of coal? Why? Are these better? In what ways? Since coal isn't used as much now as it once was, do we need as many coal miners? What could these coal miners who are out of work do for a living?"

Direct pupils' attention to the pictures on pp. 68 and 69. Ask: "What is happening in the picture on p. 68? What are the men doing? Look at the picture on p. 69. What do you see in the picture? Why are there no people?"

CONCLUSION

Divide the class into groups to role-play the following hypothetical situation:

> Mr. Jones, a coal miner, has just come home for the evening. He faces the task of telling his wife and children that he is out of work. The family must decide what to do.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Prepare a table top display of types of coal, showing their various uses.

2. Show the pupils pictures of coal mines, mining communities, workers, uses of coal, etc. and lead a discussion about the pictures.

LESSON 9 (p. 70)

CONCEPT

Suburbs

GENERALIZATION

Suburban communities surround larger cities and each is strongly dependent upon the other.

PROCESSES

Observing • Interpreting • Explaining

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to explain the differences between a city and a suburb and show the inter-relationship.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the picture on p. 70. "What do you see in this picture?" (Children will probably say they see a large city.) "What do you see on the outskirts of the large

city? These smaller communities are called *suburbs*. They are neighbors to the large city. Tell about the communities that are neighbors to your community."

DEVELOPMENT

Move on to the text, and ask the pupils to read page 70. When you ask the text questions, elicit as many responses as possible. A chart with the headings *Neighboring Communities* and *Importance* might be helpful.

"If people move out of the city, what problems does this make for the city? What can be done to encourage people, businesses, and factories to stay in the city?" List the children's suggestions on the chalkboard.

CONCLUSION

If a large commercial map of the children's community and several neighboring communities is not available, draw a simple one on a large poster board. Let the children locate (or, if necessary, draw) landmarks; discuss how the communities depend on each other.

ADDITIONAL ACTIVITIES AND DISCUSSION

Have on hand for discussion and illustration a collection of pictures showing suburbs in different parts of the country. (Excellent pictures may usually be obtained from local telephone companies and from companies that supply electricity and gas.)

LESSON 10 (p. 71)

Ask pupils to study page 71 silently. Ask them to read the study questions and to answer them silently. After some time for study, lead a class discussion directed at the study questions.

Have pupils draw a cartoon strip of their own, showing, for example, how a community grew because of the railroad, how a community grew or died because of the geographical location or industry, etc. After pupils have talked about their cartoons, place them on the bulletin board.

REVIEWING THE UNIT (p. 72)

The activities on this page offer the pupils a chance to review for themselves what has been presented in Unit 3. Since in this unit they have been introduced to an area outside of their own, and in times gone-by, these activities reinforce some broader concepts than they have dealt with before.

These activities will also provide the basis for further discussions and stimulate added interest in applying the concepts they have learned.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Allen, Agnes. *The Story of Your Home* (London: Faber and Faber, Ltd., 1954).

Bate, Norman. *Who Built the Bridges* (New York: Charles Scribner's Sons, 1954).

Clymer, Eleanor. *Wheels* (New York: Holt, Rinehart and Winston, 1965).

Crocker, Constance Home. *Let's Build* (Eau Claire, Wis.: E. M. Hale and Co., 1956).

Fleischman, Sid. *McBroom Tells the Truth* (New York: W. W. Norton & Co., 1966).

Stanek, Muriel. *How People Live in a Big City* (Westchester, Ill.: Benefic Press, 1964).

Begin Lesson 1, Guide page 3·1.

Unit III

Communities and Their Growth

CONCEPT: Community change

SUGGESTION: Ask the children to look very carefully at the picture on this page and then at the two pictures on the opposite page. Then ask: "What do you see in the picture on this page that you do not see in the pictures on the opposite page? What do you see in those pictures that you do not see here? Why do you think each of these pictures is so different?"

People living in the same area make up a **community.** A small town is one kind of community. A large city is another. If a city is very large, it may be divided into several communities.

Call attention to the picture above. Ask: "What kinds of transportation did these people use? Name some things you see in the picture that look the same today as they did in the days this picture tells about?"

Direct attention to the two pictures on the opposite page. Say: "We can see how much change took place from the time the top picture was taken. Let's make a list of things that people have now that people who lived when the top picture was taken did not have."

Most communities were founded by just a few people. These people settled where they wanted to live and work. Later, other people came and the community grew larger.

These pictures are all of the same community. How has the community changed over the years? Which is the oldest picture? Why do you think so?

"Look at the picture above. Can you tell how these people traveled?"

SUGGESTION: Ask the children to compare the picture on this page to the picture on page 53. Ask: "How are these two communities different? How are they alike?"

Direct attention to the picture above. Ask: "What do you see in this picture that we still see today?"

The first settlers had to decide where to build their community. There were different reasons for choosing where to settle. Some communities began near rivers or the ocean. Why would people want to build a community near water?

Many communities began where the land was good for growing crops. Some were started because of the climate. What are some other reasons for choosing a certain place to start a community?

Direct attention to the picture above. Ask: "Why do you think the stores were built so close to the waterfront? Why do you think they didn't build houses here instead? What do you think these boats were used for?"

Why do you think these communities were started in these places?

Begin Lesson 2, Guide page 3·2.

CONCEPT: City growth

SUGGESTION: Compare the pictures on these two pages. Ask: "What do you see in the picture on this page that helped New York become the kind of city shown in the pictures on the opposite page?"

Once New York City was very small. Today it has more people than any other city in the United States.

One part of New York City is called Manhattan. Manhattan is built on an island. The buildings are very close together. Do you think Manhattan can grow out? In which direction do you think it can grow?

Direct attention to the picture on this page. Ask the children to look at it very carefully. Then ask them why they would have liked to live in that small community. Why they would rather live in their own community today?

New York is a seaport city. Its harbor is crowded with ships. New York also has large airports. Ships and airplanes of many nations carry people and goods to and from New York.

Direct attention to the picture above. Ask: "Why do you think the railroad tracks were built so close to the river?"

Ask the pupils to look at the picture on the bottom of this page. Ask: "What do you see in this picture that the people in the picture on the opposite page could never have even dreamed of using?"

People from all over the world travel to New York for business. New York has many businesses. Can you tell from the pictures what some of these businesses are? Name them.

One of New York's most important businesses is the **garment** industry. People who work in this industry make suits, hats, and many other kinds of clothing. The clothing they make is worn by people all over the United States.

Direct attention to the picture at the bottom of the page. Ask: "How many different kinds of businesses do you see in just this small part of a street?"

Direct attention to the picture on the top of the page. Ask: "Why do you think these people in a factory in New York are making clothing for people who live outside New York? Why not just make clothing for people in New York?"

Begin Lesson 3, Guide page 3·3.

What do you see in each area?
Which areas would be good places to start a community? Why?
Which would not be good places? Why not?
Which areas are like where you live? Why?

Begin Lesson 4, Guide page 3·3.
CONCEPT: Transportation
SUGGESTION: Study the picture at the bottom of this page and the picture on the opposite page. Ask: "Why do highways and railroads help a city to grow?"

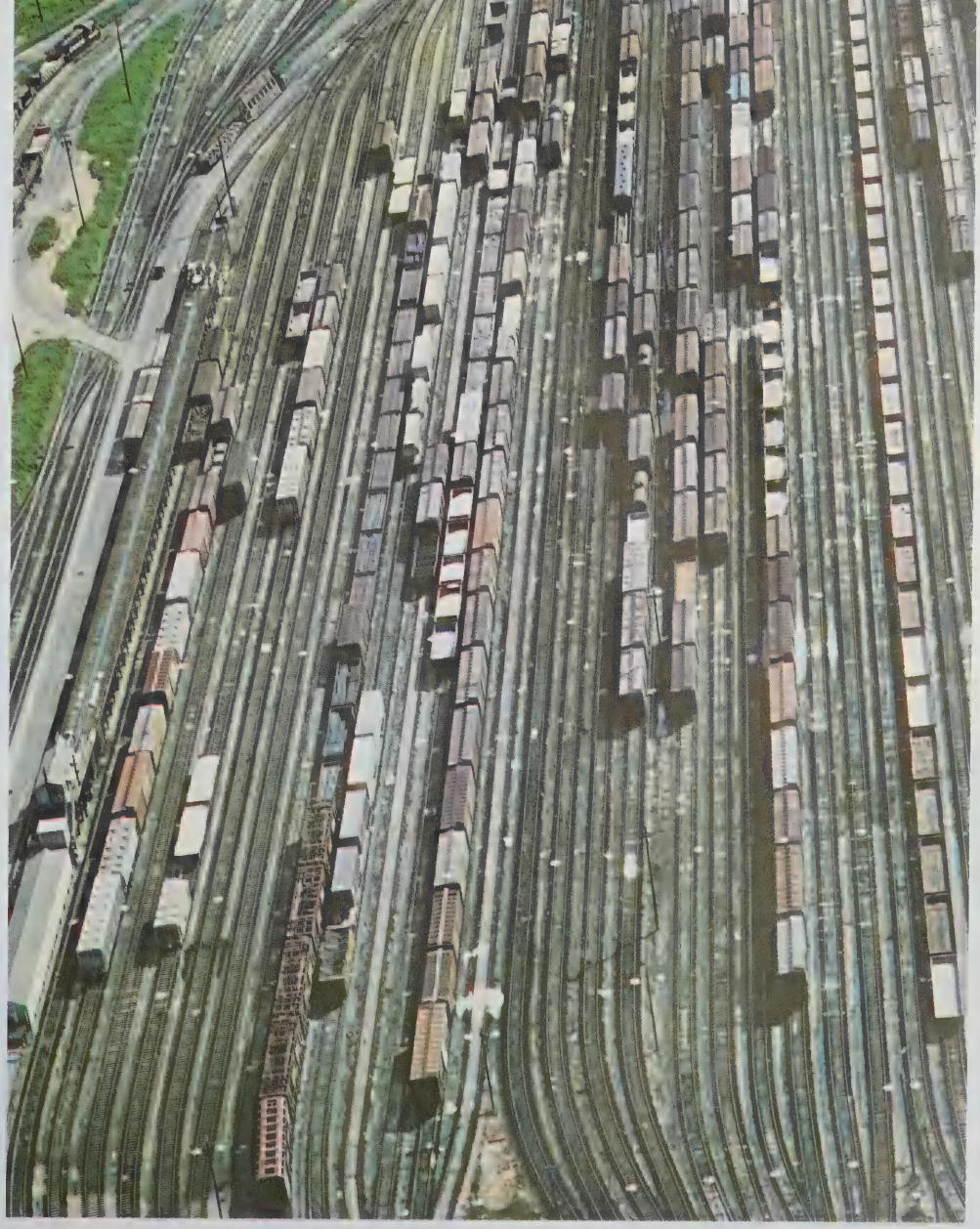
Atlanta, Georgia was once a small community. Today it is the largest city in Georgia.

Many years ago, a railroad was built in Georgia. Atlanta grew up in the place where the railroad ended. The railroad helped Atlanta to grow. Farmers could ship their goods. People from other places could move there more easily.

What kinds of transportation do you think Atlanta has today?

Direct attention to the picture at the top of the page. Ask: "What do you think this man's job is?"

"Look at the picture at the bottom of the page and tell why this city might need so many roads leading into and out of it?"



"Look at the picture above. What do you think these railroad cars are used for? Why do you think they are just stopped there on the track?"

Begin Lesson 5, Guide page 3-4.

Direct attention to the picture on this page. *Ask*: "What do you think these people are doing? Why did they come to this building?"

CONCEPT: City planning

SUGGESTION: Direct attention to the picture on page 61. Ask: "Why do you think Washington was planned to look this way? Can you think of any better ways that it could have been planned? Why do you think Washington, D.C. was planned to take care of a great many people?"

Washington, D.C. was built as the **capital** city of the United States. A plan was made before any buildings were put up. There are large open areas called **plazas.** Many of Washington's important buildings are in the plazas. Wide avenues lead to and from them, like spokes of a wheel.

Washington is a city with many parks. The parks were planned. The planners knew that Washington would grow. Why is it important to plan a city?

How does this picture show you that Washington, D.C. was planned? What streets in your community were planned? What other places in your community were planned?

Direct attention to the picture on this page. Ask: "Do you think it would be easy to find your way around in this city, or would it be hard? Why do you think it would or would not be easy?"

Begin Lesson 6, Guide page 3·5.

CONCEPT: Climate · Industry · Natural Resources

SUGGESTION: Ask the children to look at the pictures on these two pages. Ask: "What do you think is different about the climate in the places these pictures were taken? How can you tell?"

Direct attention to the picture on this page. Ask: "What do you think these men are doing? Do you think their job helps you in any way?"

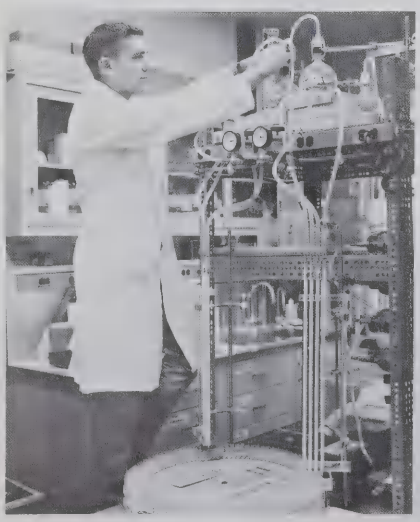
Look at the pictures on these pages. What can you tell about the land? What can you tell about the climate? These communities are both located in the state of California.

The fishermen are from the city of San Diego. The fish they catch are shipped to other parts of the United States. What other seaport activities might you find in San Diego?

The skiers are having fun in Squaw Valley. They go there when the snow is good for skiing. Why is climate important to a community like Squaw Valley?

Direct attention to the picture below. Ask: "Why do you think these people have come to this place? Are they here to work or have fun? Why do you think your answer is right?"

What are some ways in which climate affects your community?



Begin Lesson 7, Guide page 3·6.

Los Alamos was built as a center for government work. It was built away from other communities. It is in the state of New Mexico. Many workers moved there from all parts of the United States.

CONCEPT: Specialized communities

SUGGESTION: Call attention to the pictures on this page. Ask: "What is the man in the bottom picture doing? Do you think his job might be dangerous? Why do you think the way you do? Why did they build the community you see in the top picture away from other communities?"

Washington, D.C. is well-known for being the center of government of the United States. Each of the cities on the list below is also well-known for something special. The pictures show why the cities are well-known.

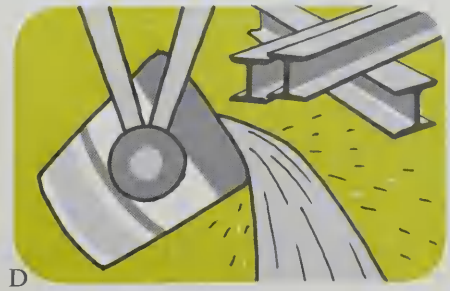
Match the pictures with the cities.

Hollywood, California
Niagara Falls, New York
Detroit, Michigan
Miami Beach, Florida
Pittsburgh, Pennsylvania

A

B

C

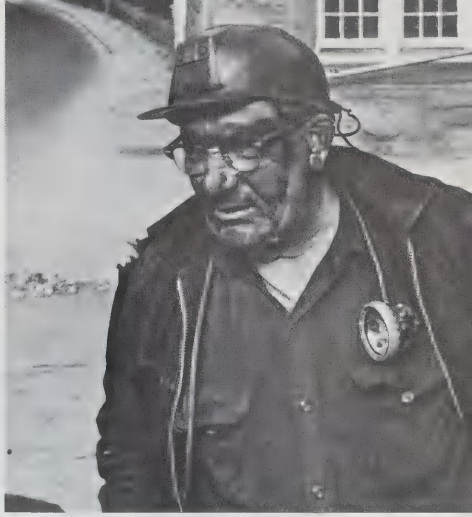


D

E

Begin Lesson 8, Guide page 3-7.
CONCEPT: Urban decline
SUGGESTION: Direct the pupils to look at the pictures on these two pages. Ask: "Do you think these pictures were all taken in the same community? Do you think this community has grown or been cared for during the last few years? How can you tell? What kind of changes have taken place in this community?"

Direct the attention to the picture at the top of this page. Ask: "What kind of work do you think this man does?" Do you think it is hard work? How can you tell?"



Some communities have not grown. They have become smaller than they once were.

Many years ago this community was larger. But coal is not used as much now as it once was. Today more people leave this community than move into it.

Direct attention to the picture at the bottom of this page. Ask: "Do you know what is shown in this picture? Why are railroad cars needed at a mine? What will they do when the railroad cars are all full?"

SUGGESTION: Call attention to the picture on this page and ask if anyone knows what these men are doing. If no one knows, tell them they are gold miners and the men in the foreground are separating gold from worthless stone. They "rocked" gravel and water in what was called a cradle and were then able to sift out the gravel which left the gold.

Now ask the class to look at the picture on the opposite page. Ask: "If there was once gold to mine here why do you think the town looks so empty now?"

Sometimes communities die. Years ago, gold was found near this community. Many people rushed there. Today there is no community here. There are streets and buildings, but there are no people.

This place is called a **ghost town.** Can you tell why? Why do you think people left this community?

What do you think this community was like when there was much gold to be found? What types of jobs might be important in a gold rush town?

Direct attention to the picture on this page. Ask: "Would you like to live in this ghost town? Tell why or why not."

Begin Lesson 9, Guide page 3-7.

CONCEPT Suburbs

SUGGESTION: Call attention first to the skyscrapers in the background of the picture on this page. Ask: "What kind of a community do you think it is? Then ask the pupils to look closely at the foreground of this picture. Ask: "How is the community we see in the front of the picture different than the one in the background?"

Many communities are built near other communities. They are neighbors of each other. A large city is often surrounded by smaller neighboring communities. These smaller communities are called **suburbs.**

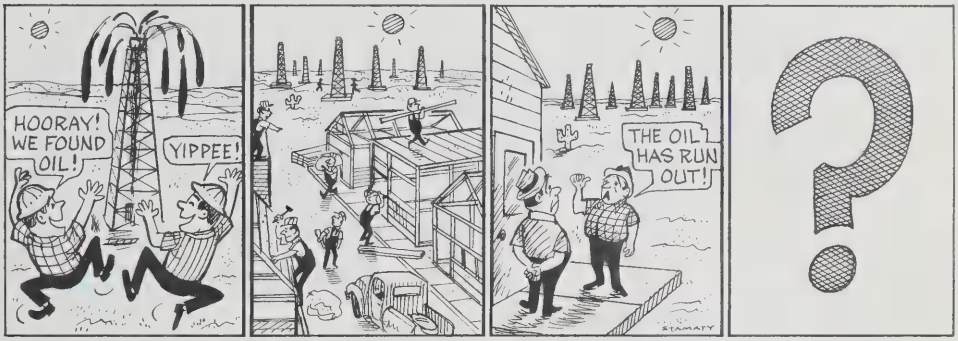
Ask: "Would you rather live where there are tall buildings or where there are houses and trees and empty land? Why?"

Some suburbs are miles from the city. Others are very close. They might even be joined to the city. Many people who live in a suburb work in the city.

Communities depend on each other. What happens in one community is important to its neighbors. What communities are neighbors to your community? In what ways are they important to your community?

Begin Lesson 10, Guide page 3-8.

What does each cartoon strip show? What is different in the first and second cartoon strips?



How do you think the first one might end? Why?

How do you think the second one might end? Why?

Draw your own cartoons to show how you think each one will end.

?

1. Find out why your community was built where it is. How did it get its name? What has helped your community grow?

2. Draw pictures showing what you think a big city in the United States might have looked like 200 years ago, 100 years ago, and today.

3. Write an advertisement urging people to come visit one of the communities you have read about in this unit.

4. Suppose it was your job to plan your city. What suggestions do you have for making changes and improvements? Keep a list of your ideas.

5. Do you think it is a good idea to plan a city or should it just grow naturally? Why or why not?

6. Tell a story describing what it would be like to live in a ghost town.

UNIT 4

Buildings We See

Introducing the Unit

Unit 4 shows many different kinds of buildings and points out how they differ. Children become aware of differences in age, in design, in building material, in function, and more important, why there is a need for different kinds of buildings. The pupils see how land, climate, function, and taste, determine the design, location, and materials used in construction.

Children will know something about construction, but they will come to see this whole job family in a new light when they learn the function and importance of each of its members. They will become aware of problems in putting up a building that they had never thought about.

A discussion of ownership will aid the children in understanding the difference between private and public ownership of buildings, what rent is, and why people pay rent.

LESSON 1 (pp. 73–77)

CONCEPT

Buildings (Residential • Recreational • Commercial)

GENERALIZATION

Buildings are used for many purposes.

PROCESSES

Observing • Comparing • Classifying

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to distinguish between buildings used as homes and ones used for other specific purposes.

MATERIALS FOR THE LESSON

Magazines containing pictures of buildings.

Suggested Procedures

INTRODUCTION

Take pupils for a walk through their neighborhood to identify as many kinds of buildings as they see. Or, have pupils browse in magazines and books in the classroom to identify as many kinds of buildings as they can. Talk about what pupils have seen, helping them understand the specific use of each building.

DEVELOPMENT

Direct pupils' attention to the pictures on pp. 73, 74, and 75. Ask them to talk about what they observe in the pictures. "What do you think these buildings are used for? Who might use them? What materials do you think were used in constructing these buildings." Accept many responses, and let children ask questions about the pictures.

Before you leave these three pages, make sure that the pupils understand that although the buildings pictured are very different in appearance, nevertheless, they are all homes.

Have the children study the three pictures on pages 76 and 77 carefully, and then ask what they think the buildings are used for. If their answers do not reflect a thorough understanding of the purposes of each, point out that the tree house is for recreation (fun) and that the restaurant and office buildings are commercial (for eating at a public place and for a business office).

CONCLUSION

Have pupils look through magazines to find pictures of different kinds of buildings used as homes, cut them out, and paste them on sheets of construction paper. Ask each child to tell about the building he cut out (what it looks like, what it is used for, what materials were used in constructing it, etc.). After the class has discussed the pictures of the different buildings, a bulletin board display might be made.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Begin a collection of different types of building materials. Display the collection on a tabletop.

2. Have children draw a picture of their favorite building in their neighborhood. Let them tell the class about it (What need it fills, what material it is made of, etc.).

LESSON 2 (pp. 78–79)

CONCEPT

Building material

GENERALIZATION

The intended use of a building may influence the choice of building materials.

PROCESSES

Observing • Identifying • Classifying

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify some of the materials used to construct specific buildings.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 78 and 79. Have them discuss what they observe. Ask: "What do you think the man in the picture is doing? What materials is he using? What materials were used to construct the building shown on p. 79?"

DEVELOPMENT

Have one of the pupils read the text on p. 78 to the class. Ask pupils to think about and then discuss the answer to the text question. Discuss with the class why different materials are used to construct different buildings—cost, availability, durability, etc. should be mentioned.

If none of the children can answer the questions about the picture on page 78, explain that the man is mixing either mortar or concrete, both of which are widely-used building materials often used in all types of construction. In or around the school, show the children examples of mortar (material that cements bricks together) and concrete (sidewalks). Explain that mortar and cement are similar, but that cement usually contains gravel and that mortar usually does not.

Ask the children to find other examples of cement around the school (steps, floors, stairways, etc.).

CONCLUSION

Using whatever building materials are produced or used in or near your local community, help the children arrange an exhibit to show what they have learned.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. The children may make a series of pictures to tell of anything that they have observed or talked about relating to the production or processing of building materials *or* of the use of these materials.

2. Building materials will become more meaningful if your children can experiment with them. They can use ready-mixed cement or concrete to make a paperweight for the library table or bookends for the shelves.

LESSON 3 (pp. 80–81)

CONCEPT

Geographic adaptation

GENERALIZATION

The design and choice of building material is affected by such conditions as climate, land form, and availability of materials.

PROCESSES

Observing • Comparing • Data collecting • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify from pictures some conditions influencing the construction of a building.

Suggested Procedures

INTRODUCTION

Ask children to think about several buildings in their neighborhood. Then, "Name some buildings in your neighborhood. What do they look like? On what kind of land are these buildings built? Do you think the land affects the way the buildings look? In what ways?"

DEVELOPMENT

Direct pupils' attention to the pictures on p. 80. Ask: "What do you think the buildings in these pictures are used for? Why? On what kind of land are these buildings built? Do you think the land affects the way they look? Why?"

Ask the children to silently read the text on page 80. Ask them to think about answers to the questions as they are reading. Afterwards, let the pupils talk about their answers.

Examine the sentence, "It can also depend upon the climate." Ask the students: "What does the word *climate* mean? How could the climate affect the way a building looks?"

CONCLUSION

Ask the class to answer the questions on the Activity Page, p. 81. Allow pupils to extend their answers. Use this page as one source of evaluation of what the children have learned.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have each child choose a favorite building in the neighborhood and describe it to the class.
2. Ask children to talk about different climates (e.g., hot, cold, mild) and draw a building that woud be appropriate for each.

LESSON 4 (pp. 82–83)

CONCEPT

Special-purpose buildings

GENERALIZATION

Some buildings are designed and built to meet specialized needs.

PROCESSES

Observing • Comparing • Interpreting • Classifying.

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list three or four kinds of buildings that are designed to serve highly specialized needs.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 82 and 83. Ask: "What kinds of buildings do you see here? Have you seen buildings like these? What do you think they are used for? Why?"

DEVELOPMENT

Read aloud to the class all of the text on pages 82 and 83. Ask pupils to think about the answer to the text question as it is read. Afterwards, let the children discuss their answers.

Have pupils cut out pictures of different kinds of buildings from magazines (or use the pictures from previous lessons). Have them sort the buildings into different groups, according to the need that each building fills. Encourage pupils to name or label the groups (e.g., buildings where people sleep or live, buildings where people eat, buildings where sick people might go, buildings where people study, buildings where people work, buildings where people buy things, etc.).

CONCLUSION

Ask each pupil to choose a building with which he is familiar, draw a picture of it, and tell the class what special need it fills.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Take the class for a walk around the neighborhood to determine different needs filled by various buildings.
2. Have each child draw a picture showing a neighborhood building and the need it fills.

LESSON 5 (pp. 84–85)

CONCEPT

Architecture

GENERALIZATION

Buildings look different because they are built to please individual tastes and to meet specific needs.

PROCESSES

Observing • Comparing • Identifying • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to understand that differences in appearances of different buildings can depend upon people's likes and dislikes.

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing the different kinds of buildings discussed thus far. "What are some special needs filled by buildings? Are all buildings made of the same materials? What are some reasons buildings look different from one another? Do you think buildings could tell us what some people want and like? How? Do you like all the buildings you see? Why or why not?"

DEVELOPMENT

Direct the pupils' attention to pp. 84 and 85; ask them to look carefully at the pictures and read p. 84 silently. After some time for individual study, ask them to talk about the pictures and their answers to the questions on the page. Let the children share their experiences and ask questions about the pictures. Here, help the children realize that everyone has his likes and dislikes. What is beautiful to one person may not be to another, etc. Discuss why we need to learn to respect other people's opinions, likes, and dislikes.

CONCLUSION

Have each pupil choose a particular type of building (house, school, church, etc.), design it (sketch it on butcher paper using a pencil), and then draw a picture of it, using manila paper and crayons. After the drawings have been completed, ask each child to tell why he designed his particular building the way he did.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Show the class pictures of different styles and types of buildings. Ask children to tell what they like or dislike about each one and why they feel the way they do about each building.

2. Have children pay particular attention to buildings on their way home from school and report on what they observed.

3. Make a bulletin board display using pictures of different styles and types of buildings. Include a wide variety ranging from pioneer-type buildings to modern architecture.

4. Circulate among the children a collection of home magazines that contain both photographs of buildings and floor plans or blueprints. Then ask them to plan a building by drawing a floor plan.

LESSON 6 (p. 86)

Have pupils study page 86 silently. Ask them to read the study questions and to answer them silently. Afterwards, lead a class discussion directed at the study questions.

One way to organize this information is to use a chart like

Building	Need Filled	Used by Whom	Used by Me
Hospital	Used to care for sick and injured	Anyone who is sick	If I am sick

Ask pupils to think of additional buildings, draw pictures of them or cut them from magazines and add the information to the chart.

LESSON 7 (pp. 87–89)

CONCEPTS

Geographical adaptation • Architecture • Construction industry • Specialized skills

GENERALIZATION

Different kinds of specialized skills are needed to build a large building.

PROCESSES

Observing • Data collecting • Interpreting • Classifying

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list three or four kinds of skills needed to construct a building.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 87, 88, and 89. Ask them to talk about what they observe in the pictures. "What kinds of jobs do you think these people have? What are they doing? What kinds of tools are they using?"

DEVELOPMENT

After pupils study the pictures, read the text aloud. Ask them to think about and discuss the question "What else might the architect want to know?" As children respond, items might be listed on the chalkboard. Pay special attention to the pictures on p. 87. Ask: "What is the job of the man in the top picture? What do you think the men in the bottom picture are doing?" (Note: If the term *blueprints* is not brought out in the discussion, explain to the children what they are, how they are used, etc.)

Direct pupils' attention to pp. 88 and 89 and ask them to look carefully at the pictures and read the pages silently. After some time for individual study, ask them to talk about the pictures and their answer to the question on page 89. As different workers are mentioned, list them on the chalkboard. Leave the list on the board for later reference.

Have the students answer the questions in the blue panel on p. 80. Allow children to extend their answers.

CONCLUSION

Plan to take the class to a construction site to observe the work.

When the children return, help them make an experience chart about their trip.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have children discuss reasons why they think their school was constructed on that particular site. "Is the site satisfactory? Would it have been better to construct it on a different site? If so, where?"

2. Invite a local contractor to come talk to the class. Prepare for his visit by making a list of questions to ask the speaker.

LESSON 8 (pp. 90–91)

CONCEPT

Building maintenance

GENERALIZATION

Some buildings need repairs or complete rebuilding to make them safe, comfortable, or attractive.

PROCESSES

Observing • Identifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list three or four reasons why a building might have to be repaired or rebuilt.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 90 and 91. Allow them to talk about what they observe and to ask questions about the pictures. Ask: "Do you think the workmen in the picture on p. 90 are constructing a new building? Why not? Why do you think they are doing what they are? Are the buildings on p. 91 old or new? Give reasons for your answers."

DEVELOPMENT

Have the pupils silently read all of the text on p. 90. Ask them to think about answers to the text questions while they read. Afterwards let pupils talk about their answers.

As pupils name workers needed to help rebuild an old building, list them on the chalkboard. Compare this list with the workers studied in the previous lesson. Ask: "Are the same kinds of workers needed? Why or why not?"

Discuss the questions "Do you think it is a good idea to rebuild an old building?" and "Why or why not?" Have pupils give reasons for their answers.

CONCLUSION

Have the pupils answer the questions in the blue panel on p. 90. Expand this activity in a discussion by encouraging pupils to ask questions about the picture.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. If possible, visit an old building which has been rebuilt or one that is in the process of being rebuilt. If pupils visit a building in the

process of being rebuilt, have them notice the kinds of workers, materials and tools being used, etc. If pupils visit a building which has been rebuilt, let them ask the occupants what differences the rebuilding has made.

2. Have pupils draw a picture of a building that is in the process of being rebuilt.

LESSON 9 (pp. 92–94)

CONCEPTS

Private ownership • Public ownership • Rent

GENERALIZATION

1. Buildings may be privately owned or publicly owned.

2. Both individuals and business companies often rent the space they use.

PROCESSES

Observing • Identifying • Classifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Identify and classify buildings as to private or public ownership.

2. Explain the concept of rental property and identify some rental buildings.

Suggested Procedures

INTRODUCTION

Ask children to think about and then name different kinds of buildings they have seen. (As the children respond, list the names of different buildings on the chalkboard.) Ask: "Who uses these buildings? Are all these buildings used by the same people? Why or why not?" (As children respond, their answers might be listed on the chalkboard next to each building as it is mentioned.)

DEVELOPMENT

Direct pupils' attention to the pictures on pp. 92 and 93. Ask them to talk about what they observe in the pictures (e.g., kinds of buildings, site, time of day, season of year). Have they been to a building similar to the one shown on p. 92? Have they been to the building shown on p. 93? Would they like to visit either of these buildings?

Read aloud all of the text on pages 92 and 93 to the class. Ask the children to think of answers to the text questions as they are read. Afterwards, let them talk about their answers. Depending upon the ability of your group, discuss why some buildings are publicly owned.

Let pupils browse through magazines to find pictures of public and private buildings. Ask pupils to cut out the pictures and sort them into two different groups, "public" and "private."

Arrange a bulletin board display of public and private buildings, using the pictures of buildings pupils have cut out.

Use the bottom picture on page 94 to introduce the concept of rental property, pointing out that both families and business companies often rent the space, houses or buildings they occupy. Ask the children to look at the top picture on page 94, and introduce the term *apartment house* in identifying the building. Ask questions to determine how much the children know about apartment houses, supplying information whenever you think it will be helpful to them.

Ask: "Do you think people who live in apartment houses rent their apartments? Why or why not not?" If possible, show the children the floor plan of an apartment house.

CONCLUSION

Using the front and back of a large sheet of manila drawing paper, have each pupil draw a picture of a public and a private building—one on each side. Ask each pupil to include people who might use each building.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Take the class on a visit to a public building, such as the fire station or post office. Have them observe the purpose of the building.

2. Ask pupils to note, on their way home, either from the class trip or from school, what public and what private buildings they see. Discuss pupils' observations on the following day.

LESSON 10 (p. 95)

Ask pupils to look carefully at the pictures and text on page 95. After some time for individual study, ask them to talk, in small groups, about their answers to the questions. Then, after time for small group discussion, ask pupils to respond to the group as a whole, telling why they put the pictures in the order they did. Use reactions as one source of evaluation of what children have learned.

Have pupils browse through magazines and cut out pictures illustrating each of the steps in the building process shown on page 95 (planning, clearing the land, etc.). A bulletin board display showing the different steps would be interesting.

REVIEWING THE UNIT (p. 96)

The activities on this page will review and reinforce the concepts presented in Unit 4.

Activity 1 will also point out to the pupils the differences between their own taste in selecting a building they like and someone else's. This will provide an opportunity to discuss sharing ideas, and, more important, the need to allow for differences in taste and opinion.

This unit should be of particular interest since it builds on many ideas and concepts about which the children have a working knowledge.

Children may take turns telling about construction workers they have seen or know. Those pupils whose fathers or other relatives are construction workers might enjoy telling about their work.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Buckley, Peter and Hortense Jones. *Living as Neighbors* (New York: Holt, Rinehart and Winston, Inc., 1966).

Colby, Jean P. *Tear Down to Build Up* (New York: Hastings House, 1960).

Crocker, Constance. *Let's Build* (Eau Claire, Wis.: E. M. Hale and Company, 1956).

Duvoisin, Roger Antoine. *House of the Four Seasons* (New York: Lothrop, Lee and Shepard Company, 1967).

Hastings, Evelyn. *The Department Store* (Chicago: Melmont Publishers, Inc., 1956).

Hiller, Carl E. *From Tepees to Towers* (Boston: Little, Brown & Co., 1967).

Begin Lesson 1, Guide page 4·1.

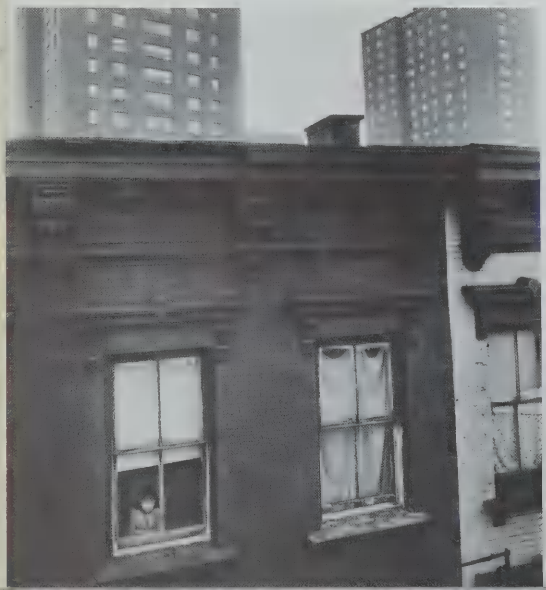
Unit IV

Buildings We See

CONCEPT: Buildings (Residential · Recreational · Commercial)

SUGGESTION: Call attention to the pictures on this page and the opposite page. Say: "People live in all of these buildings." Ask: "Why then do you think they are all so different? Name as many reasons as you can."

Direct attention to the picture at the top of this page. Ask: "Do you think this building and the one on the opposite page are likely to be found in the same neighborhood? Tell why or why not."



There are many different kinds of buildings. Think of three buildings that you have seen. What do they look like? How old are they? What materials are they made of?

How are these buildings different? Which do you think is the newest? Why? Which do you think is the oldest? Why?

Direct attention to the picture at the bottom of this page. Ask: "How do you think the girl in the window feels about her home? Why do you think she feels that way?"

People live in all of these buildings. Which one would you rather live in? Why? Are there any buildings like these in your neighborhood? Where?

Direct attention to the picture on this page. Ask: "Why do you think this house was built so close to the water? In what season of the year do you think this picture was taken? How can you tell?"

[4]

SUGGESTION: Compare the pictures on these two pages. Ask: "How many different uses of buildings do you see in these pictures? Are the buildings different? How?" Call attention to the picture on this page. Ask: "How do the children get up to their tree house?"

Direct attention to the picture at the top of the page. Ask: "Do you see more teenagers or more older people in this picture? Why do you think there are teenagers?"

A building is not just a place. It is something people use. How are the buildings in these pictures being used? What are some other ways people can use buildings?

Call attention to the picture at the bottom of this page. Ask: "What kind of business do they do in this building? Why do you think your answer is right?"

Begin Lesson 2, Guide page 4·2.

CONCEPT: Building Material

SUGGESTION: Call attention to the picture on this page and the one on the opposite page. Ask: "Can you name five different building materials you see in these pictures? Name them. What is the pile that looks like dirt that is next to the man? What is it used for?"

Buildings may look different because they are made from different materials. Some buildings are made of brick. Some are made of steel. What other materials are used to make buildings?

What is the man doing? What materials are being used? What buildings made of these materials have you seen?

Where might this building be built? How do you think it might be used? Have you ever seen a building like this? Where?

Call attention to the picture on this page. Ask: "How would you describe this building? Use the names of as many different kinds of building material as you can."

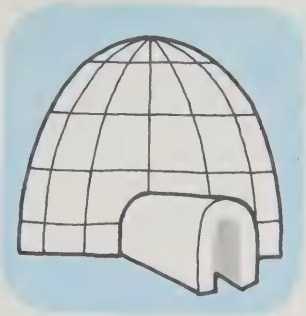
Begin Lesson 3, Guide page 4·3.
CONCEPT: Geographic adaptation
SUGGESTION: Call attention to the pictures on this page. Ask: "Does the water in these two pictures look the same? Tell how it is different."

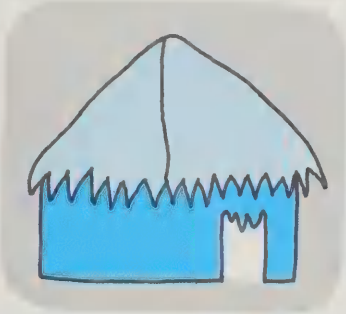
Buildings may look different because of where they are built. How they look can depend upon the shape of the land. It can also depend upon the climate.

Look at the buildings in these pictures. Why do you think they look different from each other?

"Do you think these two pictures were taken in our country? How can you tell?"

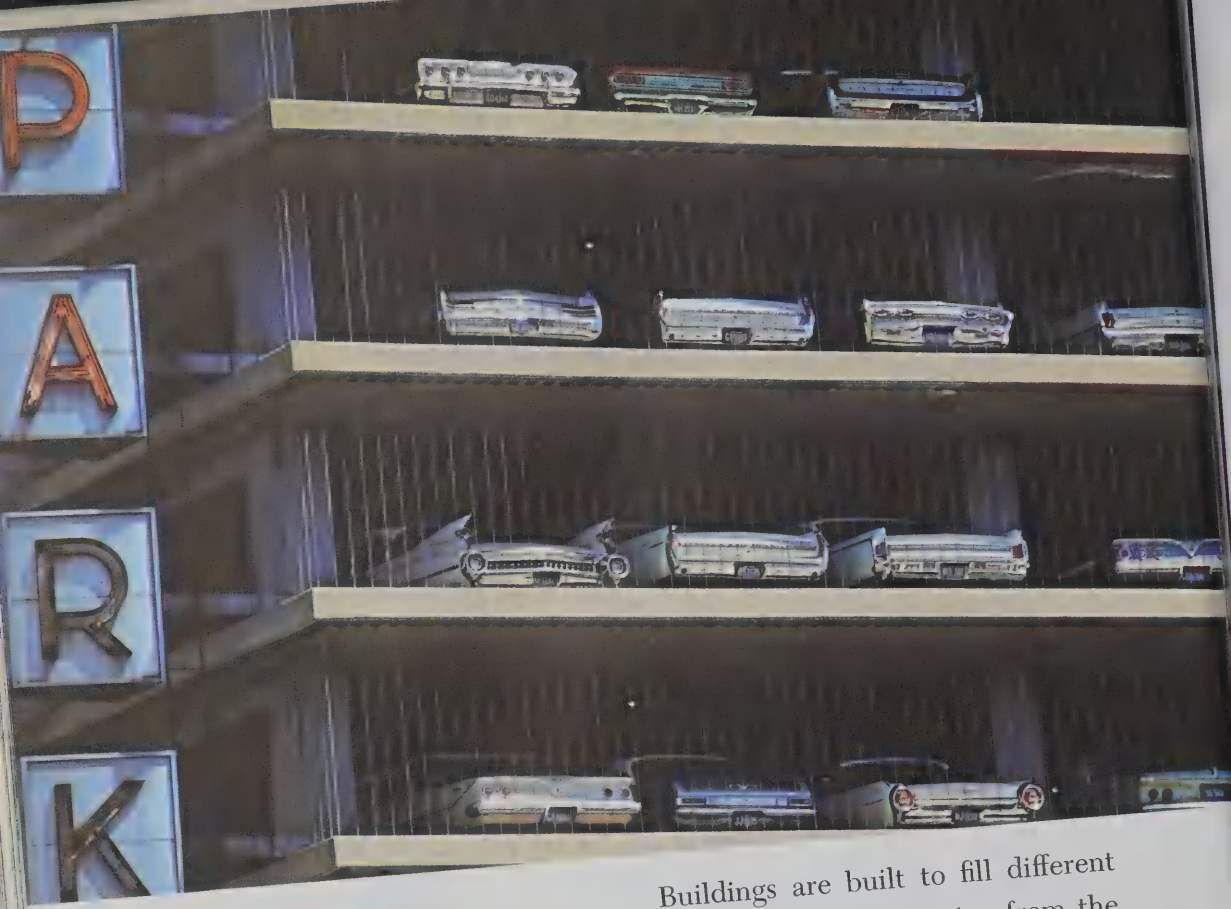
In what ways do these buildings look different? Are there any buildings like these in your neighborhood? If so, where? If not, why not?





In what kinds of climate would you find these buildings? How do you know?

In what kinds of areas would you find these buildings? How do you know?
On what kinds of land would you find these buildings? How do you know?



Begin Lesson 4, Guide page 4·3.

CONCEPT: Special purpose buildings

Direct attention to the pictures on these two pages. Ask: "How are these buildings alike? How are they different?"

Call attention to the picture on this page. Ask: "Are all of the cars in the parking garage alike? Why are they different. Why doesn't everyone buy the same kind of car?"

Buildings are built to fill different needs. People need protection from the weather. People need a place to sleep. What kinds of buildings can fill those needs?

Where would you find buildings like these? Have you ever seen any buildings like these? If so, where?

"Why do people like to live in homes like these?"

Some buildings fill special needs. When people move from place to place, they need a special kind of home. What kind of building might they live in?

The buildings in these pictures fill special needs. What kinds of buildings are shown here? What are some other buildings that fill special needs?

What special needs do these buildings fill?

"Why do you think this building is called a lighthouse? Why do you think someone would or would not live here?"

Begin Lesson 5, Guide page 4-4.

CONCEPT: Architecture

SUGGESTION: Direct attention to the three pictures on pages 84-85. Ask: "Which building is the most modern looking? What makes it look modern to you? Which building is the oldest? Which building do you like the best? Why?"

Buildings can tell us what some people want and like. Some people want buildings with lots of glass or with bright colors. Some people like buildings with straight lines. Others may want decorations.

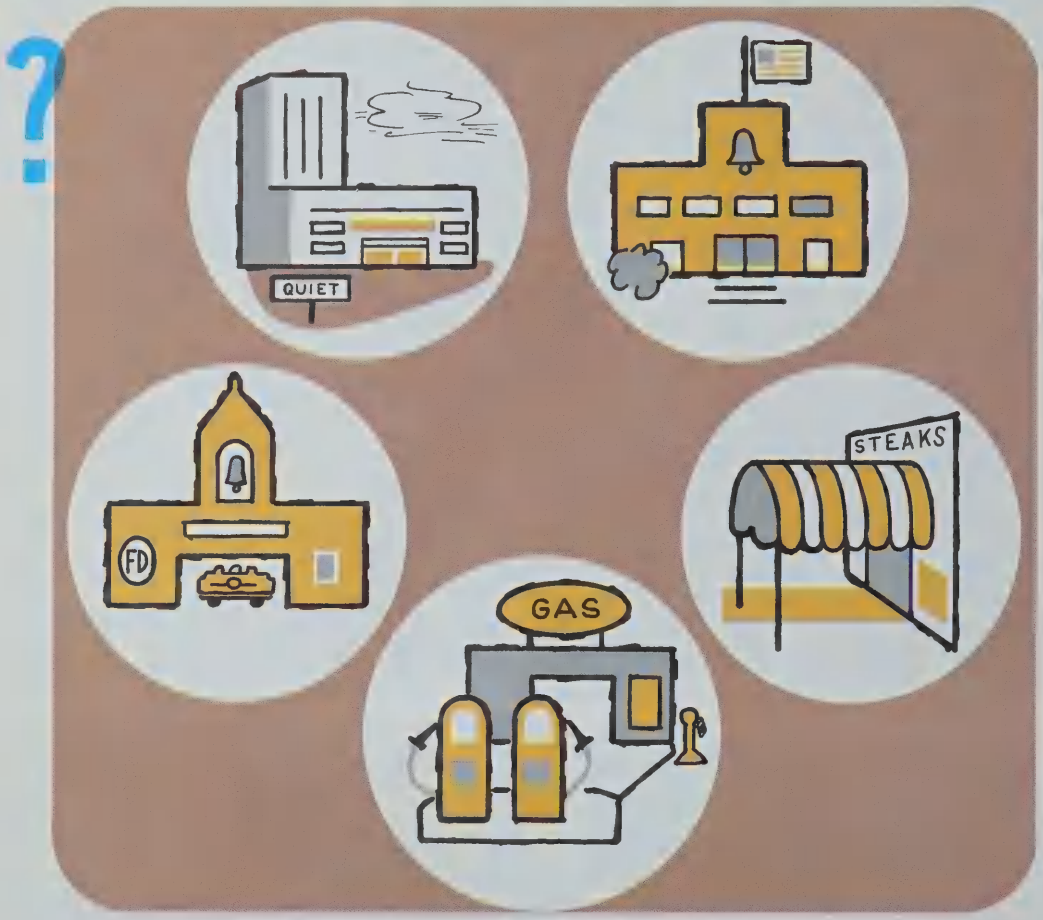
What different kinds of buildings have you seen? What kinds of buildings do you like?

"What do you think this building is used for?"

How would you describe these buildings? How are these buildings alike? How are they different?

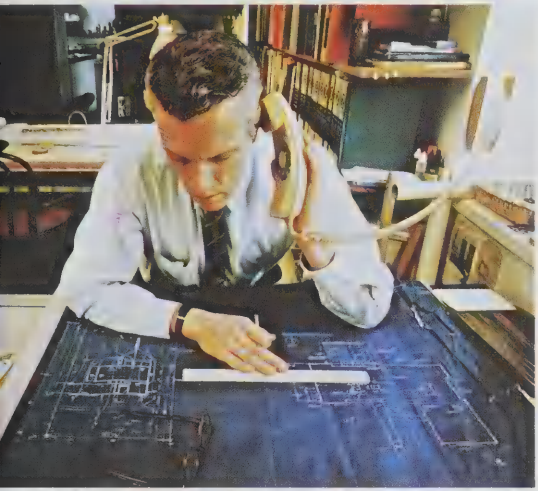
Direct attention to the picture on the bottom of the page. Ask: "What building materials were used to build this building? Would you like to live here? Tell why."

Begin Lesson 6, Guide page 4-5.



What kinds of buildings do you see?
What special needs do these buildings fill?
Who might you find in these buildings?
Which of these buildings might you use? When?

Begin Lesson 7, Guide page 4-5.
CONCEPT: Geographical adaptation • Architecture • Construction • Specialized Skills
SUGGESTION: "Look at the pictures on this page. Tell what one thing you see in both pictures. Now tell what the man in the top picture is doing. Why is he doing that?"



Much work must be done before a building is put up. A **site** must be picked. The site is the place where the building will be built. Many questions must be asked about the site. Is it large enough? Will rain water drain off? Think of other questions you would ask about the site.

The **architect** will draw plans for the new building. He must know how the building will be used. What else might the architect want to know?

"What are these men doing? Why? Do you know what the machine in the picture is and why it is used?"

Call attention to the picture on this page. Ask: "What are the men in this picture doing? Do you think it is a dangerous job? Why? Are they wearing any special kinds of clothing? What is it? Why do they wear it?"

The **contractor** hires workers. He also plans what work is to be done every day. He sees that the work is done.

Workmen clear the site. Then they dig a large hole for the **foundation.** The foundation is the base on which the building rests. Construction workers pour the foundation and put up the walls, framework, and floors. Plumbers put in pipes for water and gas.

"What are these men doing? Is their job as dangerous as the one in the picture on the opposite page? Why not? Is this a skyscraper? How can you tell?"

"Look at the picture at the bottom of the page. How is this man helping to build a building? Do you think this job is easy or hard? Why?"

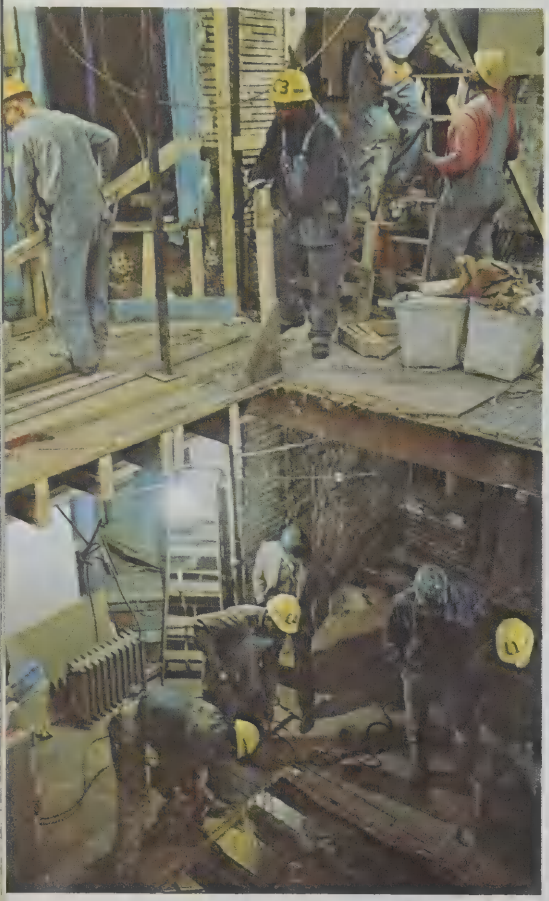
What other workers are needed to finish the building?

What do you think the people in these pictures are doing? What tools are they using? Would you like to do any of these jobs? Why or why not?

Begin Lesson 8, page 4·6.

CONCEPT: Building maintenance

SUGGESTION: Call attention to the pictures on these two pages. Ask: "What is happening in the picture on this page? How is this picture different from the one on the opposite page? Why do you think the men have numbers on their hats?"



Some old buildings are very run-down. But the foundation and the framework may still be strong. The outside walls might also be strong. These parts of the building can be repaired. However, the inside of the building will be torn out and rebuilt. It will be made more modern.

What kinds of workers are needed to help rebuild an old building? Do you think it is a good idea to rebuild an old building? Why or why not?

What do you think these buildings looked like before they were rebuilt? Why do buildings get run-down?

"What do you think this row of buildings is used for? Why do you think so? Why do you think cars are not allowed to park during certain hours in front of these buildings? Why is it a one-way street?"

Begin Lesson 9, Guide page 4-7.

CONCEPTS: Private ownership • Public ownership • Rent

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "Who owns these buildings? What are they used for?"

Some buildings are owned by one person or by a group of people. This kind of building is called a **private building.** Houses are private buildings.

Other buildings are owned by all the members of a community. These buildings are open to all the people. They are called **public buildings.** A post office is one kind of public building.

What public buildings do you see here? Name some public and private buildings you have seen.

"What is this building called? Where would you see this building?"

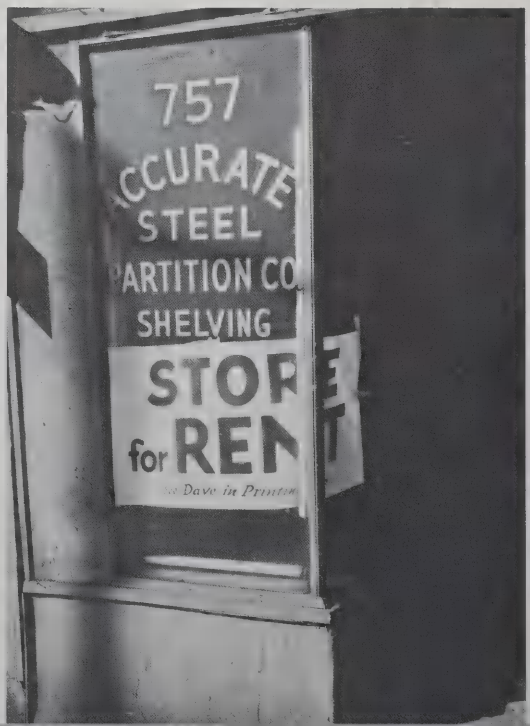
SUGGESTION: Direct attention to the two pictures on this page. Ask: "Why would people rent space in these buildings? Which one would you rather rent space in? Why?"

Many people **rent** the use of buildings. They pay the owner money to use the building for a certain time. People can also rent the use of parts of a building, such as offices and apartments.

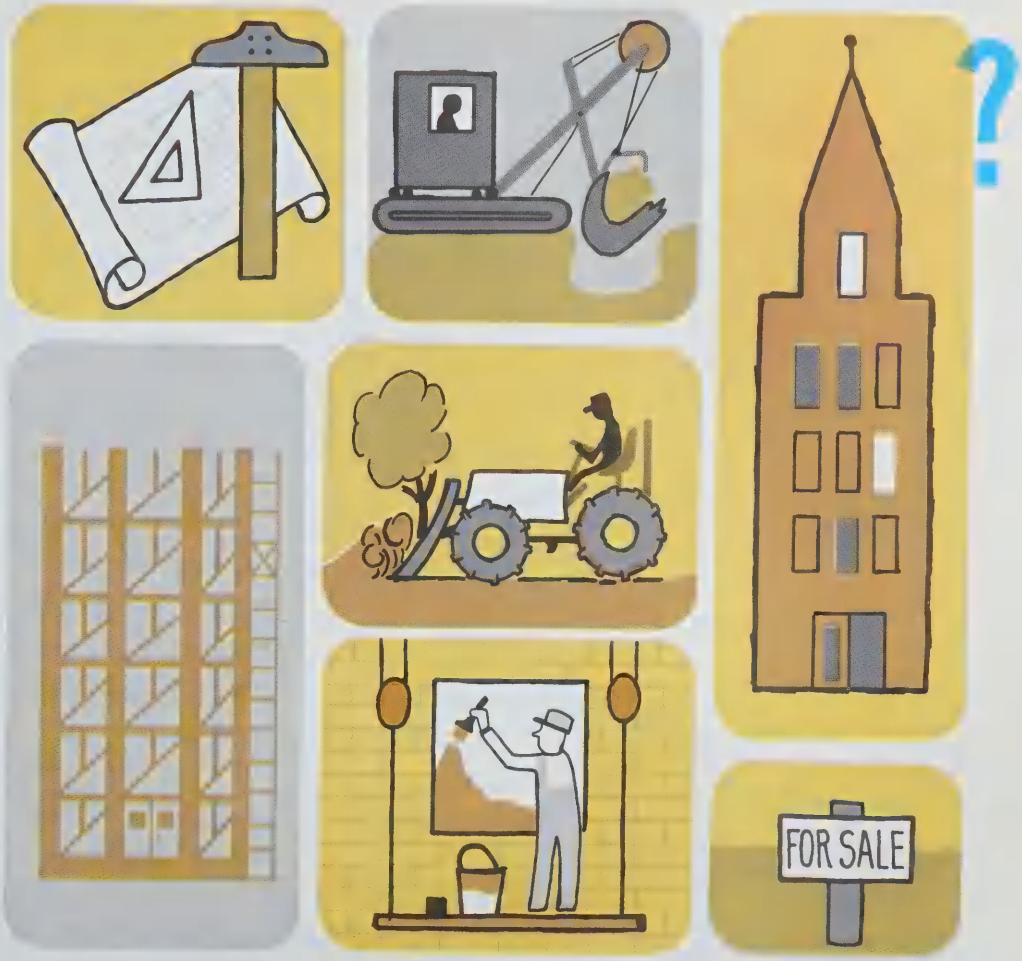
Are any of the places shown here rented? Which ones?

Are people always able to find a place to rent? Why or why not? Are people always able to rent space in the buildings they own? Why or why not?

Call attention to the picture at the bottom of the page. Say: "This store is for rent because the people who rented it moved out. Why do store owners move out?"



Begin Lesson 10, Guide page 4·8.



What do each of these pictures show?
Which picture shows the first step?
Tell the order of the next steps.

1. Look around your neighborhood. Find a building that you think is nice. Describe it to the class. You might want to tell:

   a. What kind of need it fills
   b. What material it is made of
   c. How climate and land made a difference in how it looks.

2. Collect some of the materials used in constructing a building. Make a display. If you cannot find materials, collect pictures of materials.

3. Make a class list of all the workers needed to construct a building. Choose one worker to find out about. Tell the class about this worker. Some things you might want to tell are:

   a. What materials and tools your worker uses
   b. How long his job takes.

4. If possible, visit a construction site. Identify the workmen you see there. When you return, write a story telling what you saw.

5. Look through magazines. Find pictures of public buildings and private buildings. Make a bulletin board display.

UNIT 5

Transportation and Communication

Introducing the Unit

Unit 5 develops the concept of transportation by helping the children discover why we travel, how we travel, why we choose on way over another, and how distance and time affect our choice.

The pupils will become aware of how very much technology has changed how people travel, and how serious problems have developed because of the increase in transportation. They will also come to a new awareness of how weather affects transportation.

Communication is also developed in Unit 5, and pupils are made more aware of how many kinds of communication there are, and the different functions of each. How modern technology has influenced communication will give the pupils a new appreciation for the means of communication available to them.

LESSON 1 (pp. 97–101 and 104)

CONCEPTS

Travel • Conveyances

GENERALIZATIONS

People travel from place to place for different reasons and by different means.

PROCESSES

Observing • Analyzing • Classifying

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list several different reasons why people travel and several conveyances they use.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pages 97-98 and 99. Ask them to talk about what they observe in the pictures. Ask: "What are some things you see in the pictures? What are the people doing? Where do you think they might be going?"

DEVELOPMENT

Discuss the picture on page 97. Ask: "What do you see in the picture? If the picture were larger and we could see more of the area, what do you think you would see?"

Turn to pages 102 and 103. Ask: "How are the roads in these pictures different from the highways shown on page 97? Do you think a car could travel as fast on narrow, unpaved roads as it can on modern highways? Could many cars, buses, and trucks travel on the old roads?"

After the class has read the text on page 98, ask pupils to name as many reasons as possible why people travel. (To work, to school, to transact business, to vacation spots, to visit relatives).

Move on to pages 100, 101, and 104 and ask the class to study the pictures shown. In most areas, children will not be familiar with either the interior of a subway train or a monorail, so you should identify these in the pictures at the bottom of pages 101 and 104. You might want to tell the children about both a subway and a monorail, explaining how both operate.

Similarly, since no airplanes are shown in the picture at the top of page 101, the children probably will not be able to identify it as an air terminal.

Next, have the children look again at all of the pictures in the pages covered by this lesson and tell methods of travel.

CONCLUSION

On a neighborhood map, have children plot where they live. Using one color ribbon for each means of transportation, place a ribbon from each child's home to the school. (e.g., red for bicycle, blue for bus, green for car, black for walk) Ask: "Who lives closer to the school—pupils who walk or pupils who ride the bus? Do the pupils who come to school in cars live nearby?"

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils make drawings of various vehicles they might find on a highway.

2. Help pupils draw a map of a busy intersection and discuss the provisions made to facilitate the flow of traffic.

LESSON 2 (pp. 102–103)

CONCEPTS

Transportation • Technological change

GENERALIZATION

Technology provides for improved means of transporting people.

PROCESSES

Data collecting • Comparing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list several changes in transportation since earlier times.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pages 102 and 103. Ask them to talk about what they observe in the pictures. Ask: "Do you think the pictures are of recent times or long ago? Why? What means of traveling do you see?"

DEVELOPMENT

After your initial discussion has clearly established the fact that the pictures are of bygone vehicles, ask the children to read the text, alerting them to think about answers to text questions as they read.

Ask: "What ways of getting from place to place do you see on pages 102 and 103? How is the car different from a horse-drawn carriage? How are they alike? What did the owner have to do to take care of a car? of a horse and carriage?

"In what way do you suppose life was different for a family after they had bought their first automobile? What changes were there for the people whose work was making carriages or caring for horses?"

CONCLUSION

Have the class plan and draw a mural showing the development of transportation over the years. One committee of pupils might be responsible for finding the information in the library, another for the actual planning of the mural, another for drawing, etc. Be certain that all class members are involved in the project.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have groups of pupils pantomime situations in which a family traveling by horse and buggy encounters and copes with various problems of the road.

2. Ask pupils to bring in models or pictures of old-time cars, as well as models of some of the newest ones. Make a table display with the caption *How Cars Have Changed.*

LESSON 3 (p. 105)

Have pupils study page 105 silently. Ask them to read the study questions and to answer them silently. After some time for study, lead a class discussion directed at the study questions.

A chart such as the following might be helpful:

Places Seen in the Pictures	Method of Travel We Would Use to Visit These Places
Movie	By foot or by car

Ask children to suggest places other than those shown on page 105. Add these places and the methods of transportation to the chart.

LESSON 4 (pp. 106–107)

CONCEPTS

Transportation • Traffic • Weather

GENERALIZATION

Weather and traffic can create problems for modern transportation.

PROCESSES

Observing • Analyzing • Interpreting • Explaining

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list and explain some of the difficulties faced by modern transportation.

Suggested Procedures

INTRODUCTION

Ask pupils to turn back and look at the pictures on page 102.

Ask: "What dangers and hardships might pioneers have suffered as they traveled? Do you think people today have the same troubles?"

Make two lists on the chalkboard, one noting travel difficulties experienced by pioneers (trouble fording streams, bad roads, etc.) and the other noting problems of today's travelers (flat tires, traffic jams).

Ask: "Were you ever late for school? Why? Was your father ever late coming home from work? Why? Were you ever late for a doctor's appointment? Why?" List on the chalkboard those reasons related to problems encountered in traveling by car or bus.

DEVELOPMENT

Direct pupils' attention to the pictures on pages 106 and 107 and ask them to closely study the picture on page 106. Ask: "Do you think the traffic in this picture is moving quickly or slowly? Why? At what time of day do you think this picture might have been taken? What can a community to do about traffic problems?"

Have pupils look at the top picture on page 107. "What is happening in this picture? What can a community do to help people when the streets are filled with ice and snow?"

CONCLUSION

Have the class listen to a local weather forecast, or ask them to secure it from a local newspaper. If possible, have them listen to an early morning traffic report. Discuss how the forecast or report would be helpful to people.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask an official from the highway maintenance department in your community to come to class and discuss how roads in your community are kept in good condition.

2. Draw a picture showing some problems of travel that you have experienced. (Being late because of a traffic jam, flat tire, etc.)

LESSON 5 (pp. 108–109)

CONCEPTS

Transportation • Urban growth

GENERALIZATION

A city's growth is affected by its ability to meet the varying transportation needs of its people and industry.

PROCESSES

Observing • Identifying • Analyzing

LEARNING OBJECTIVE

After studying this lesson, children will be able to identify three or four different kinds of transportation needs of a modern city.

MATERIALS FOR THE LESSON

Butcher paper, highway, railway, and aerial maps.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the picture on page 109 and ask: "Do you think this is a picture of a small community or a large city? Why? What kinds of transportation are shown in the picture? Is transportation important to a large city? In what ways?"

DEVELOPMENT

Have pupils study silently the map and text on page 108. After some time for individual study, ask them to talk about their answers to the text questions. As the discussion proceeds, direct children's attention to evidence for their answers. For example, ask: "How do we know Chicago needs many kinds of transportation?"

Call attention to the use of the key on the map. If children have not previously been introduced to the key, explain its use and significance.

CONCLUSION

Have children investigate to find out what kinds of transportation are important to their community. They might talk to the school librarian, to teachers, to parents, etc.). After the kinds of transportation that are important to their community have been determined, help the class make a large map of the community. On this map show the important kinds of transportation.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Invite a business man from the community to come to the class and talk about how transportation is important to his business.

2. Have each child draw a picture showing one kind of transportation that is important to his community.

LESSON 6 (p. 110)

Have one of the pupils read the headlines on page 110 to the class. Ask pupils to think about how this news would affect transportation as the headlines are being read. Afterwards, have each pupil draw pictures illustrating the effect each headline would have on transportation. When the drawings are completed, allow each child an opportunity to show and tell what he thinks would happen.

Have pupils browse through old newspapers and cut out headlines they think would affect transportation. Each child might tell how the headlines he cut out would affect transportation.

LESSON 7 (p. 111)

CONCEPT

Personal communication

GENERALIZATION

People who are near each other can communicate in many different ways.

PROCESSES

Observing • Identifying • Categorizing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list several different ways in which people who are near each other communicate.

Suggested Procedures

INTRODUCTION

Pantomime the following gestures or expressions, and ask pupils to guess what you are communicating to them in each case: Shake your head affirmatively; stomp your foot and shake your head negatively; frown; smile. Explain that these are all ways people can communicate with one another.

DEVELOPMENT

Direct pupils' attention to the pictures on page 111. Ask them to talk about what they observe in the pictures. Let the children share experiences and ask questions. "How many ways of communicating can you find?"

Ask: "In what ways other than those mentioned on page 111 do people communicate without using words?" (People make motions with their hands, they laugh and they cry, they shout with joy, they scream in surprise.)

"People can communicate with sounds. What sounds other than words have you heard today that had some meaning?" (school bell, automobile horn, policeman's whistle)

Ask: "Why do people use words to communicate?" (People use words to share ideas or explain things.)

CONCLUSION

Have pupils make a list of names of all the people they comunicate with in one day. Ask them to tell how they communicated with each person.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils study the pictures on pages 2 and 13. Ask: "How is the girl on page 2 trying to communicate to her teacher? Do you use this same movement? Why is it better to raise your hand than to shout the answer?"

2. Have pupils pantomime messages such as: "Ugh! I don't like the taste!" "Don't do that again!" "Follow me." "Could I please have more of your candy?"

3. Bring such objects as an alarm clock, kitchen timer, and/or dinner bell to class and demonstrate the sounds they make. Ask: "What do these sounds mean to you?"

LESSON 8 (pp. 112–115)

CONCEPT

Communication (Mail • Telephone)

GENERALIZATION

People who are far apart may communicate with each other by mail or telephone.

PROCESSES

Observing • Identifying • Interpreting • Listing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list several reasons for and advantages of communicating by mail and telephone.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pages 112 and 113. Ask: "Were the pictures on page 112 taken at home? On an street? In an office? What do you think the ladies in the top picture on page 112 are doing? What do you think the boy in the bottom picture might be getting ready to do?" Ask children to talk about the picture on page 113, and then explain that mail used to be carried by horseback.

DEVELOPMENT

Lead the children to understand that there are basically six stages in the handling of mail: collecting, sorting, transporting in bulk over a distance, sorting again by districts, another sorting into groups equal to a postman's route, and finally delivery to your mailbox.) "How is mail taken from one community to another?" (By plane, train, special mail truck, ship)

At this point, introduce the telephone as a method of long-distance communication by calling the children's attention to all three pictures on pages 114 and 115. Ask: "What is the woman in the picture at the top of page 115 doing?" If the children do not realize that she is making an emergency call to either firemen or the police, bring this to their attention. Then ask: "When do you think it would be better to use the telephone than the mail? Why?"

While the answer you obviously will be seeking is "in case of emergency," accept any reasonable answers, and then lead into a comparison of the merits of both the telephone and mail.

To reinforce the concepts you have developed through your questions and the discussion that followed, read the text on pages 112 and 113 aloud. Then ask the children to read the text on page 115, alerting them to think of an answer to the last text question as they read. Use their answers to develop a discussion of difficulties people faced before the telephone was invented.

CONCLUSION

Invite a postman, a postal official, or an employee of the telephone company to talk to the class about mail and telephone service. Ask the class to prepare a list of questions beforehand to ask the speaker.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. If possible, visit your local post office to find out how mail is handled in your community.
2. Ask pupils who collect stamps to bring in their collections. Make a display of various kinds of stamps.
3. Have the children make a list of the times they use the telephone in a certain day, and tell the reasons for doing so.
4. Talk about telephone manners. Using play telephones, dramatize several situations in which good telephone manners are exhibited.

LESSON 9 (pp. 116–118)

CONCEPT

Mass media

GENERALIZATIONS

1. Radio and TV are used to communicate instantly with many people.
2. Newspapers and magazines communicate with many people by pictures and the printed word.

PROCESSES

Observing • Listening • Analyzing • Categorizing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. List several advantages of instant communication by radio and TV.

2. List several advantages of communication by newspapers and magazines.

Suggested Procedures

INTRODUCTION

Ask: "Do you recognize the President of our nation when you see his picture?" (Show pupils newspaper or magazine pictures of three men, one of them the President of the United States. Ask them to identify the picture of the President.) "How do you know which one is the President?" (He has appeared on television programs; his picture has been in newspapers and magazines, etc.) "Do you think boys and girls who live hundreds of miles from you know the President, too? How would they know him? How can our President talk to all of the people all over our nation?"

DEVELOPMENT

Direct pupils' attention to the pictures on pages 116 and 117. Ask them to talk about what they observe in the pictures. Let them share experiences and ask questions about the pictures. Call the children's attention to the picture on page 116, and ask them if they have ever seen this show on TV. Call attention to the TV camera and to the maps behind the men. Ask what they think the maps are used for.

Pay special attention to the questions: "How are radio and television alike?" "How are they different?" As children respond, answers might be listed on the chalkboard in a chart, such as:

Likenesses	Differences
1. *We can hear news at once on both radio and television*	1. *We can see what is happening on television. We can only hear on radio.*

Use a collection of newspapers and magazines to introduce the concept of periodicals as one type of mass communication which is covered on page 118. First, have the class study carefully both pictures on this page, helping them, if necessary, understand that the black and white picture is of a newsroom in an office of a newspaper or magazine. Then read the text aloud to the class, alerting them in advance to think of answers to the two text questions while they are being read.

CONCLUSION

Help pupils make a carton into a "television set" by cutting a hole to represent the screen and painting control knobs on the frame. Place the carton on a small bookcase or table so that various pupils can work behind the "television set" without being seen. Committees of pupils can plan to work out such programs as news, a cartoon, or a favorite story. Cartoon illustrations should be made on paper large enough to fill the television "screen." Pupils can then place the illustrations in the "screen" and imitate the voices of the cartoon characters. To do a news program, the pupils might wish to draw maps or other illustrative materials, but the newscaster should appear in person.

Have pupils write news items that would be of interest to other pupils in the school. Help them compile a class newspaper and distribute copies to other children in the school.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Help pupils present a radio news program. Some pupils can gather the news, some can provide sound effects, and some can present the news.

2. If possible, visit a television or radio station to see how programs are produced, how equipment works, etc.

3. Visit a newspaper office to see how it functions. Discuss with the pupils what they will look for beforehand.

LESSON 10 (p. 119)

Have pupils study page 119 silently. Ask them to read the study questions and to answer them silently. After some time for study, lead a class discussion directed at the study questions.

Ask pupils to think about other forms of communication and draw pictures to illustrate them. After the drawings have been completed, allow pupils to show and tell about them (the form of communication pictured, the feelings they are communicating, etc.).

REVIEWING THE UNIT (p. 120)

The activities on this page not only reinforce and review what the children have learned in Unit 5, but also furnish a good opportunity for applying what they have learned about communication and transportation.

If the special field trips are not feasible, it may be possible to arrange for a representative of an airport, railroad, or post office to come and discuss the kinds of work carried on in their field.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Adler, Irving. *Communication* (New York: John Day Co., 1967).

Alexander, A. *ABC of Cars and Trucks* (Garden City: Doubleday and Co., 1956).

Barnum, J. *The Little Truck* (New York: William Morrow Co., 1960).

Carter, Bruce, *The Airfield Man* (New York: Coward-McCann, 1965).

Palmer, Candida. *A Ride on High* (Philadelphia: J. B. Lippincott, 1966).

Polendorf, Illa. *Sounds We Hear* (New York: Grossett and Dunlap, 1955).

Begin Lesson 1, Guide page 5·1.

Unit V

Transportation and Communication

CONCEPTS: Travel • Conveyances

SUGGESTION: Call attention to the picture on this page and on the opposite page. Ask: "How many different kinds of transportation do you see in these pictures? Name them. Can you tell from the picture on this page which direction the big truck is traveling? How can you tell there is an airport nearby? What highway are these cars traveling on?"

Everyday people travel from one place to another. You traveled to school today. Someone else in your family may travel today. Why do we travel?

"What kind of a day was it when this picture was taken? How can you tell?"

[4]

SUGGESTION: Call attention to the pictures on these two pages. Ask: "How are the people in these pictures alike? How are they different? Do you think their reasons for traveling are all the same? If you don't think they are the same, how might they be different?"

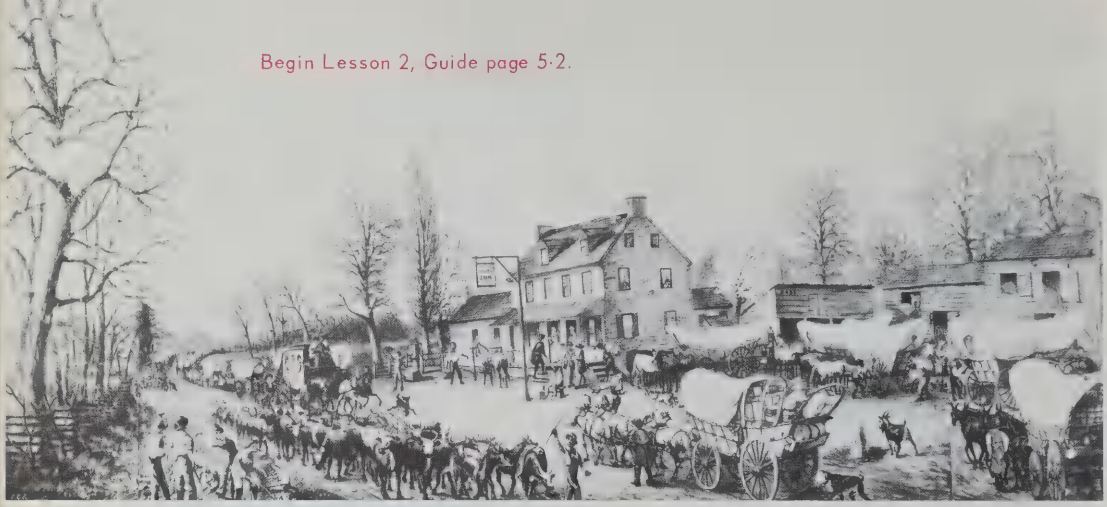
Call attention to the top picture. Ask: "What building do you think this is? How can you tell?"

People can choose among different ways of traveling. People can travel by bus, taxi, train, or car. What are some other ways to travel? All these ways of traveling are called **transportation.**

The kind of transportation we choose may depend on how far we want to go. It may depend on how much time we have. What are other reasons for choosing a certain way to travel?

Call attention to the picture at the bottom of the page. Ask: "Where do you think these people are going? Why do you think the way you do?"

Begin Lesson 2, Guide page 5·2.

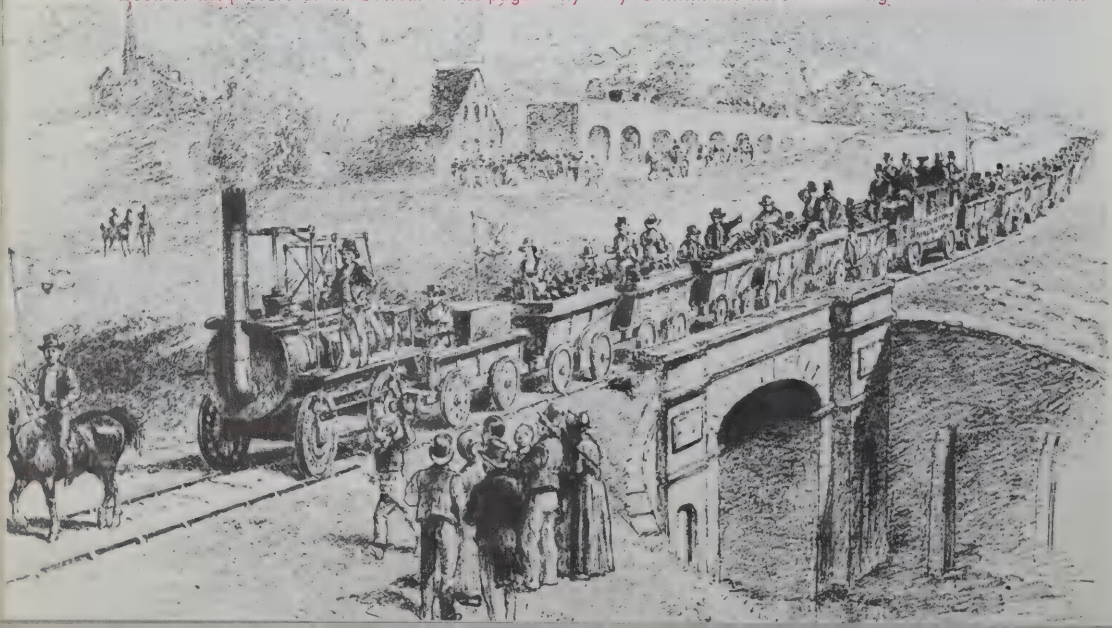


CONCEPTS: Transportation · Technological change

SUGGESTION: Call attention to the two pictures on this page. Ask the pupils to see how many different kinds of transportation they see in these pictures.

Many years ago travel was difficult. Roads were narrow and rough. People rode slowly in horse-drawn carriages. Goods were carried in horse-drawn wagons. Why do you think many people were eager to ride the first trains?

"Look at the picture at the bottom of the page. Why do you think the horse is riding in front of the train?"



Call attention to the picture on this page. Ask: "How is the means of transportation in this picture the same as the transportation shown in the picture at the top of page 102? How is it different?"

Travel began to change when motors took the place of horses. However, there were still some problems. The first cars did not go very fast. These cars also gave bumpy rides.

Better cars and roads were built. Why do you think new roads were needed for the cars?

More people and goods can be carried today than ever before. Yet travel is still changing. How do you think travel will change in the future?

SUGGESTION: Direct attention to the pictures on this page. Ask: "Which of these is the most modern? Which one would take you on the longest trip in the shortest time?"

Call attention to the picture at the bottom of the page. Ask if anyone knows what the train-like looking thing is called. (Monorail)

Begin Lesson 3, Guide page 5·3.

What places do you see?
Which ones might be in your community?
How far are they from your house?
To which of these places would you go by foot? by car? by boat? by train? by plane?
What are some other places you could visit by using some form of transportation?
What form of transportation would you use?

Begin Lesson 4, Guide page 5·3.

CONCEPTS: Transportation · Traffic · Weather

SUGGESTION: Ask the pupils to look at the pictures on these two pages and tell what problems of transportation they see.

Direct the pupils' attention again to the picture on this page. Ask: "What would you do to help get this traffic jam straightened out if you were the policeman? Why does he have his hand up?"

Although transportation is faster and easier today, there are still many problems. Cars, trucks, and buses crowd highways. People and planes crowd airports. What causes these problems? What do you think we can do to help solve them?

Direct attention to the picture at the top of this page. Ask: "How does snow make traveling by air difficult? by car? by train?"

Snow can make traveling difficult. How does weather cause other transportation problems?

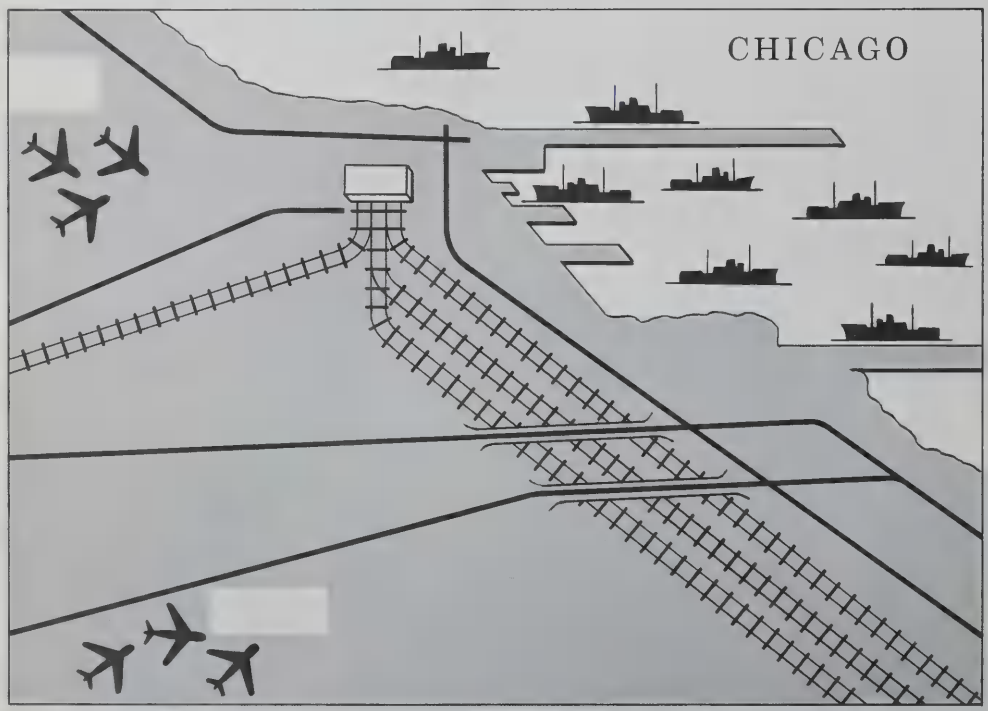
Ask the pupils to look at the picture at the bottom of the page. Ask: "Describe how these people look. What do most of them seem to be doing?"

Begin Lesson 5, Guide page 5-4.
CONCEPTS: Transportation • Urban growth
SUGGESTION: Ask the children to compare the map on this page with the picture on the opposite page. Ask: "Does the map show the same part of the city of Chicago as the picture. How can you tell?"

Chicago is a center of transportation. Look at the map of Chicago. What kinds of transportation are shown on the map?

Direct attention to the map. Ask: "Why are there two sets of airplane symbols? The symbol for a highway is shown going over the railroad tracks in two places. Do you think cars ride right over the tracks? If not, how do the cars get over the tracks?"

If a city is to grow, why does it need many kinds of transportation?



KEY:

Railroad Tracks — Highways — Airplanes — Ships

Direct attention to the picture on the opposite page. Ask: "How many ways do you see in this picture of transporting people or goods? Name them."

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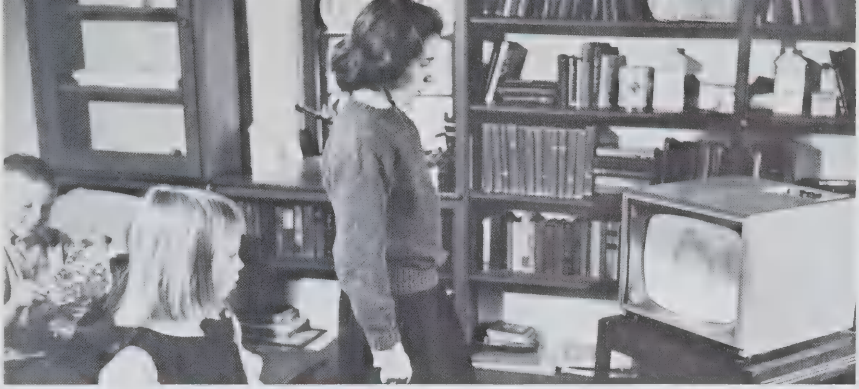
Begin Lesson 6, Guide page 5·4.

Suppose you saw these newspaper headlines. How would the news affect transportation? Draw pictures showing what you think would happen.



CONCEPT: Personal communication

SUGGESTION: Ask the children to look carefully at each picture on this page. Then ask: "How many means of communication do you see in these pictures?" If the children fail to mention the books, or the smiles on the faces, you might come back to this page later to see if they can add to their list.

Begin Lesson 7, Guide page 5-5.

What can a smile tell you? What does it mean when people shake hands? What do you think when you see a frown or hear the word "no"?

These are all ways that people tell each other something. They are ways that people **communicate** with each other. The pictures on this page show some of the ways people communicate. What forms of communication do you use?

Direct attention to the picture, bottom right. Ask: "Can the cat you see in this picture communicate? How? Why does a cat need to communicate?"

Direct attention to the picture, bottom left. Ask: "What are these children doing? Why?"

"Where do these women work?"

"What are these women doing? Why?"

Begin Lesson 8, Guide page 5·5.
CONCEPT: Communication (Mail • Telephone)
SUGGESTION: Direct attention to the pictures on these two pages. Ask: "Why do people communicate by mail?"

People communicate with each other even when they are apart. In Africa, some people used to send messages on drums. The American Indians used to send smoke signals. How are both of these a form of communication? When can they be useful?

People who are apart can communicate by mail. Why do people like to communicate by writing letters?

"Can you tell from the picture below whether the boy's letter came a short distance or a long distance?"

Years ago mail was sent west by pony express. You can see a picture of a pony express rider on this page. It took a few weeks for a letter to get from New York to California. Today an airmail letter can take one day.

Direct attention to the picture on this page. Ask: "Do you think the pony express was faster or slower than today's mail delivery? Why do you think the way you do?"

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "How many reasons can you think of for communicating by phone?"

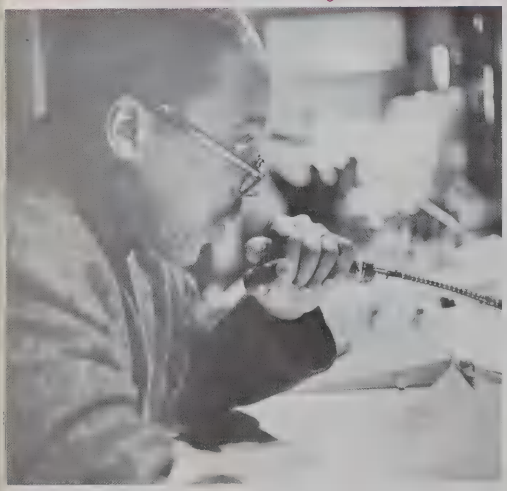
Call attention to the picture on the top of this page. Ask: "Why do you think this lady is using the phone? Tell how you think she feels. Why do you think she didn't use a phone booth like the man on the opposite page?"

What is an easy way to find out if your friend is home? What is the quickest way to thank your aunt for your birthday present? The answer is the telephone. How would our lives be different if we could not communicate by telephone?

Direct attention to the picture at the bottom of the page. Ask: "What are these women doing? Why do we need telephone operators when we can dial directly?"

CONCEPT: Mass media

Begin Lesson 9, Guide page 5-6.



Sometimes people need to communicate with many other people. Suppose the President wants to tell all Americans about a new plan. Do you think he would do it by telephone? Why might he choose radio or television to tell his news?

How are radio and television alike? How are they different?

SUGGESTION: Call attention to the pictures on these two pages. Ask: "Which would you choose to communicate with a great many people – radio or television? Why?"

Direct attention to the picture at the top of the opposite page. Ask: "What kind of a television show is this?" Ask the pupils to look at the bottom picture on the opposite page. Ask: "What kind of a show is this — do you think it's a funny show or a serious show? How can you tell?"

Direct attention to the picture on this page. Ask: "Does anyone know what is being televised in this picture?" If no one knows, tell them it is a political convention. Then ask: "Why would this be televised? Who would want to watch it?"

SUGGESTION: Direct attention to the pictures on this page. Ask: "How do you think the newspaper got the news to print so this lady could read it? How did the newspaper get the pictures this man is working with?" Ask: "Why do people read newspapers? Why does a newspaper keep pictures after they have appeared?"

Newspapers are another way to communicate with many people at once. How is a newspaper like a book? How is it like radio and television?

Begin Lesson 10, Guide page 5·8.

How are these forms of communication?
What feelings are they communicating?

How are these forms of communication alike?
How are these forms of communication different?

?

1. Keep a diary for a week. Write down the places to which you travel and how you get there.

2. Plan a visit to an airport, railroad station, or post office. Make a list of the jobs found in each place. Tell your class what you found.

3. Was there ever a time that bad weather stopped you from going somewhere? Draw a comic strip showing how that happened.

4. Imagine what life was like in the United States about fifty years ago, when there were very few cars. Do you think living then would have some good points? some bad points? Make a list that tells both good and bad points.

5. What different types of transportation can you take in your neighborhood? Draw pictures showing these types of transportation.

UNIT 6

Working Together

Introducing the Unit

Unit 6 develops the concept of cooperation among people and the need to follow rules when working together. It helps the children to see how important making and enforcing laws are at all levels of government in order to insure harmony. The pupils will also understand how a person who is dissatisfied with a law can do something about it—by working together with others to change it.

An understanding of what taxes are and why people pay taxes, forms a foundation for a discussion of the important role that policemen, firemen, sanitation workers provide in community life. Children are led to see the importance of volunteer workers and the great contribution they make to a community.

The pupils will come to see just how important our right to vote is, and how it differs from the concept of "town meetings." They will also gain an understanding of the role played by our elected officials in government at different levels.

LESSON 1 (pp. 121–125)

CONCEPTS

Rules • Laws

GENERALIZATION

Rules and laws help people live and work together in an orderly manner.

PROCESSES

Observing • Identifying • Interpreting • Listing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to identify, list, and explain several rules and laws which they follow at home, in school and at play.

Suggested Procedures

INTRODUCTION

Ask: "What time do you get to school in the morning? When does school begin? What might happen if you come to school late? Why do most boys and girls in your community get to school about the same time? Why do they leave about the same time?" (School rules set these times: people in the school community accept and obey the school rules.)

"What would happen if the rules were not followed, and each pupil came and left when he wanted to?" (Lessons could not be planned for everyone; pupils would disturb one another as they entered or left the room; pupils would miss field trips and other planned activities; etc.)

DEVELOPMENT

Direct pupils' attention to the pictures on pages 121, 122, and 123. Ask them to talk about what they observe in the pictures. Allow children to share experiences and ask questions.

Call the children's special attention to the picture on page 121, and explain that it is of the U. S. House of Representatives in Washington. Tell the children that the men in this picture make many of the rules, or laws, that all people in our country obey. Ask if they think these men also obey rules while they

are making laws. Explain some of the rules that must be followed in a democratic assembly. Ask the class to look at the top picture on page 122. "Are these men free to do as they please or must they follow rules? Why? What rules must they follow? Are the people in the bottom picture free to do as they please? Why? What rules are they following? What are the children in the picture on page 123 doing? What are the rules for softball? Must all the players in the game know the rules?"

CONCLUSION

Conclude the lesson by using the pictures on pp. 124 and 125. Ask: "What rules (or laws) are people obeying in the pictures on p. 124?"

Use the picture on page 125 to open a discussion of how people often get laws changed, explaining that people sometimes demonstrate, as they are doing in the picture, to tell lawmakers they do not like certain laws.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have a pupil select a game that he would like to teach the rest of the class. Have him tell all the rules that are needed to play the game. Allow the class to play the game.
2. Say: "Suppose there were no rules in our school. Tell a story about what might happen in one day."

LESSON 2 (p. 126)

Ask pupils to study page 126 silently. Have them read the study questions and answer them silently. After some time for study, lead a discussion directed at the study questions.

Ask pupils to think about the rules that they must follow going to school, at school, and going home. As the pupils respond, their responses might be listed on the chalkboard in a chart. Have children choose some of the rules listed on the chart and dramatize what might happen if these rules were not followed. The class might be divided into several small groups, each group choosing a different rule to dramatize.

LESSON 3 (pp. 127–133)

CONCEPTS

Taxes • Community Services

GENERALIZATION

Taxes are used to pay for the services of community workers.

PROCESSES

Observing • Identifying • Explaining

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to define and explain taxes and to tell how they are used.

Suggested Procedures

INTRODUCTION

Begin the lesson by explaining with explicit examples the meaning of community services, encouraging the children to comment or to ask questions which will help clarify the general ideas for them. As soon as you feel they understand the principal concepts, move on to the pictures on pages 127-133. Have the children study each picture thoroughly and carefully, asking questions to make certain that they miss none of the details. Ask them then to identify one or more service workers in each photograph. Since some of the service workers might be difficult to spot, offer the children helpful hints when necessary.

DEVELOPMENT

Next, have the class read the text, page by page, starting with 129, and then move on to 131 and 132. Since the word *taxes* is introduced on page 127, let them read this page last. To emphasize the concept of taxes, reread the last paragraph on page 127 aloud, and then lead into a discussion of the type of taxes that the children can readily grasp. Depending on the ability of your class, develop the concept as fully as possible.

From this point, you might lead into a discussion about tax money paying the salaries of community service workers, asking appropriate questions to make sure that the children fully understand the concept of taxes, the reasons it is necessary for people to pay them, and the people who benefit from taxes (everyone in the community, for all enjoy community services). Make sure that the children don't leave the lesson thinking that only the service workers, who are paid from tax money, get benefits.

CONCLUSION

Have pupils dictate a story, sentence by sentence, about what might happen in your community if people stopped paying taxes. Write the story on the chalkboard.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils draw a picture of a policeman carrying out some phase of his job.
2. Invite a local fireman to talk to the class about fire safety. A list of questions might be prepared beforehand.
3. Ask pupils to list rules that they should follow for helping keep their community clean. Have them draw a picture, illustrating one of these rules.
4. Have pupils draw a picture showing how our water becomes very dirty. Afterwards, talk about the pictures and ask children to think of ways we can help keep our water clean.
5. Pupils might be interested in making posters to inform others of our air and water problems and some things that can be done about them. These posters might be displayed in the hallway, school cafeteria, display area, etc.
6. Assign as a seatwork activity one picture illustrating the caption *We Pay Taxes On* and a second picture *Tax Money Pays For.*
7. Some children might want to write sentences to accompany their pictures in activity #1.

LESSON 4 (p 134)

CONCEPT

Volunteer Services

GENERALIZATION

Communities often use the services volunteered by its people.

PROCESSES

Observing • Identifying • Interpreting • Listing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify and list several services volunteered to the community.

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing the community service workers studied in the previous lessons (teachers, policemen, firemen, and sanitation workers). Then ask: "Who pays these service workers?" (the community) "Where does the community get the money to pay the service workers?" (taxes) "Are all service workers paid for what they do? Can you think of any who are not?" (Remind the children of volunteers.)

DEVELOPMENT

Ask the children to look at the pictures on page 134, and encourage them to talk about what they observe. Allow them to ask questions

about the pictures. Ask: "Do you see any service workers in the top picture? What kind of work are they doing? What kind of work are the people in the bottom picture doing?"

Next, move on to the text and read aloud page 134 to the class. Ask pupils to think of answers to text questions as they are read. Afterwards, let pupils talk about their answers.

Let the children tell about volunteer work their parents may do or volunteer workers they know. Ask such questions as:

"Why do you suppose the people do work for which they are not paid?

What does this reason tell you about what that person thinks is important?"

List on the chalkboard the responses to the question, "What jobs can you think of that children do for which they are not paid?" Give the children an opportunity to examine the list. Then ask:

"Is there one you would volunteer to do? Which one?

What are your reasons for choosing that one?

What do your reasons tell you about what you think is important?"

Use the question in the blue panel.

CONCLUSION

Select a volunteer service with which the children are familiar (Home Room Mothers, Pee Wee League, collectors for heart fund, etc.), and have the children dictate a summarizing chart on the ways the services of these workers are secured, what they do, etc.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils draw a picture of an adult volunteer worker with whom they are familiar.
2. Invite a volunteer worker (hospital worker, heart fund worker) to talk to the class about their work, why they are working, etc.
3. Select several adult volunteer workers with whom the pupils are familiar and let the children role play their jobs.
4. Role-play, as in activity #3, but select volunteer work that pupils might do (safety patrol, etc.).

LESSON 5 (p. 135)

Direct pupil's attention to the pictures on page 135. Ask them to talk about what they observe and allow them to ask questions about the pictures.

Have pupils read the study questions and answer them silently. After some time for study, lead a class discussion directed at the study questions. As pupils respond to the last question, responses might be listed on the chalkboard in a chart, such as:

Community Workers	What They Do

Ask children to choose one of the community workers discussed on page 135 or one mentioned in the chart and draw a picture showing how that individual works for the community.

LESSON 6 (pp. 136–137)

CONCEPT

Elections

GENERALIZATION

Rules are necessary for fair elections.

PROCESSES

Observing • Interpreting • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list some rules and procedures needed for fair elections.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pages 136 and 137. Ask them to talk about what they observe and allow them to ask questions about the pictures. If none of the children realize that buttons like these are often worn at election time, tell them to discuss the various types of buttons that people wear. Then ask: "What do you think the people in the picture on page 137 are doing?"

DEVELOPMENT

Next, read aloud to the class the text on page 137, alerting the children to think of answers to text questions as they are read. Afterwards, let them talk about their answers.

Read aloud the question in the blue panel on page 136, and allow pupils to answer, based on what you have explained. If possible, bring in some campaign buttons for the class to see.

Have pupils talk to their parents to find out how they decide whom to vote for, why they think it is important to vote, what voting procedure is used, etc. Discuss results of their talks on the following day.

CONCLUSION

Suggest that pupils form various committees within the class to deal with problems such as classroom cleanliness and playground safety. Pupils may elect one leader and a few members for each committee. Explain to the pupils the different ways of voting (raising hands, secret ballot, etc.) and have the children choose the way they would like to vote.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. If possible, visit a student council meeting or PTA meeting in your school and have the children observe the procedures of the meeting.

2. Invite a community leader to talk to your class about how community leaders are elected, why their jobs are important, etc.

LESSON 7 (pp. 138–139)

CONCEPT

Representative government

GENERALIZATION

Leaders are elected by the people of the community to represent them.

PROCESSES

Observing • Analyzing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to name some of the leaders in their community who have been elected.

Suggested Procedures

INTRODUCTION

Begin the lesson by calling the pupils' attention to the picture on page 138. Then ask: "What do you think these people are doing? Why?" (If it is not brought out in discussion, explain that this is a town meeting. The people met together to make laws for their community.) "Which man do you think is in charge of the meeting? What makes you think so? Do you see any women in the picture? Why not?" (At that time in the history of our nation, women did not take part in making plans and laws for the community.) "Before going to a town meeting, what should all the people have done?" (Found out about problems in the community and tried to think of some plans and laws that would help solve them.)

DEVELOPMENT

Direct pupils' attention to the bottom picture on page 138 and the picture on page 139. Ask pupils to talk about what they observe, and allow them to ask questions about the pictures.

After the pupils silently read the text on pages 138 and 139, reread the text questions aloud, asking the children to think of answers. Then ask: "Why do the people of a community want good leaders?" (To make good laws and plans.) "Does your community have a mayor? What is his name? Who are some other leaders of your community? Do you know where the leaders of your community meet?"

CONCLUSION

Have pupils make a list of rules that they think the pioneers would have to obey at a town meeting. As rules are suggested, list them on the chalkboard. After all suggestions have been made let the pupils choose those that they think are most appropriate.

Then ask: "What are some things people might have talked about in a town meeting?" (They planned where they would build roads. They planned where to build a school. They made laws about how much land a man could own. They made laws about crops—where they could be planted. They decided how people who broke the laws should be punished, etc.)

Have pupils dramatize a town meeting in pioneer days.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have pupils form a committee to decide what they would use as a basis for making a law that told how much land a man could own in pioneer days. (Size of family, kind of work done, family finances.)

2. If possible, plan a field trip to the building which houses the city government. And if it is allowed, let the children visit a meeting of the city leaders.

3. Make an experience chart about the field trip.

LESSON 8 (pp. 140–141)

CONCEPT

Geographical divisions

GENERALIZATION

Some leaders represent a community; some, a state; some, the whole country.

PROCESSES

Observing • Data collecting • Analyzing • Interpreting

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to name a leader in their community, in their state and in their country.

MATERIAL FOR THE LESSON

Large map of the United States

Suggested Procedures

INTRODUCTION

Ask the pupils to look at the picture on page 140 and the map on page 141. Ask them to talk about what they observe, and allow them to ask questions. Ask: "Do you know any of the people in the picture on page 140? How do you know them? What do you think is happening in this picture? Why are there dotted lines around the states in the map on page 141?" (To separate the states.) "Do you know what a line that divides one state from another is called?" (Boundary) "Have you ever taken a car trip across more than one state? Tell about it. Were there signs that showed about speed limits, littering, etc.? Who made these laws?"

(The state that you were passing through.) "Does one state make laws for another? Explain."

DEVELOPMENT

Move on now to the text and read aloud page 140 to the class. Ask pupils to think about answers to text questions as they are read. Afterwards, let the pupils talk about their answers. (Be certain that pupils know the name of their governor and the name of the President of the United States. If possible, have available pictures of these leaders.)

Have pupils list the qualifications they feel are necessary for a governor. As suggestions are made, list them on the chalkboard.

Have pupils list the qualifications they feel are necessary for the President of the United States. List the qualifications on the chalkboard, and compare them with those listed for a governor.

CONCLUSION

Have pupils discuss qualifications for class leaders, and then elect class leaders such as president, vice-president, and secretary. Conduct a class meeting at which the president is in charge.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Use a political map of the United States to help pupils locate their own state and its boundaries. Then have pupils find the names of states that border their own.

2. Discuss how people know when they are leaving one state and are entering another. Display pictures of state highway signs.

LESSON 9 (p. 142)

CONCEPT

Leadership

GENERALIZATION

Responsible leaders work hard to represent the people who elected them.

PROCESSES

Observing • Identifying • Interpreting • Listing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to list two or three qualifications needed by a leader.

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing previous discussions of Washington, D.C. Ask pupils to turn to pages 60 and 61. Ask: "What are some things you remember about Washington, D.C.?" (It was built as the capital city of the United States. It was a planned community with large open areas called plazas, wide avenues, and parks.) Ask pupils to look at the picture on page 93. "What is this building?" (The Capitol Building) "What happens in this building?" (Our leaders, members of Congress, meet to make laws and plans for our nation.)

DEVELOPMENT

Direct pupils' attention to the picture on page 142 and explain that the two men are officials of our government in Washington.

Ask the children to read page 142 silently. Next, reread the text question aloud, allow the children time to think about their answers, and then discuss answers they give.

Ask: "Do you think the people of your community help make the laws and plans for our nation? How?" (Explain to the children that the people of their community elect some of the members of Congress.)

Have pupils list the qualifications they feel are necessary for a member of Congress. As suggestions are made, list them on the chalkboard.

CONCLUSION

Divide the class into several groups for role-playing. In each group, some can pretend to be leaders in Washington, D.C. (congressmen), and some can pretend to be people with whom the leaders talk, etc. Help them to note how busy the leaders are.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Help pupils find out the names of their congressmen.
2. Discuss some of the things a congressman does in a normal business day.

LESSON 10 (p. 143)

Since most of the children will probably not be familiar with the bar graph, introduce the lesson by explaining the various ways in which a bar graph is used to represent numbers of people, amounts of money, etc. Extend the discussion by explaining some of the reasons why such graphs are used. (For quick comparisons; to emphasize facts, etc.)

First, have the children study the graph and read the text silently. Then, read the questions aloud and let the children answer them.

To strengthen their understanding of the purpose and use of bar graphs, provide the class with information which they can use to make their own, giving help when needed. If the children have difficulty, draw a bar graph on the board to show census figures for several decades.

REVIEWING THE UNIT (p. 144)

These activities give the pupils a chance to apply their understanding of concepts learned to their own situations in schools, in the community, and in their state. They will also have the opportunity to extend their knowledge of community life and the kinds of people necessary in our lives on different levels of service.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Barr, Jene. *Dan, the Weatherman* (Chicago: Albert Whitman & Co., 1958).

Bendick, Jeanne. *The First Book of Supermarkets* (New York: Franklin Watts, Inc., 1954).

Buchheimer, Naomi. *Let's Go to a Post Office* (New York: G. P. Putnam's Sons, 1964).

Dillon, Ina. *Policemen, Los Angeles* (Chicago: Melmont Publishers, Inc., 1957).

Green, Carla. *What They Do: Policemen and Firemen* (New York: Harper and Brothers, 1962).

Hoffman, Elaine. *About Friendly Helpers Around Town* (Chicago: Melmont Publishers, Inc., 1967).

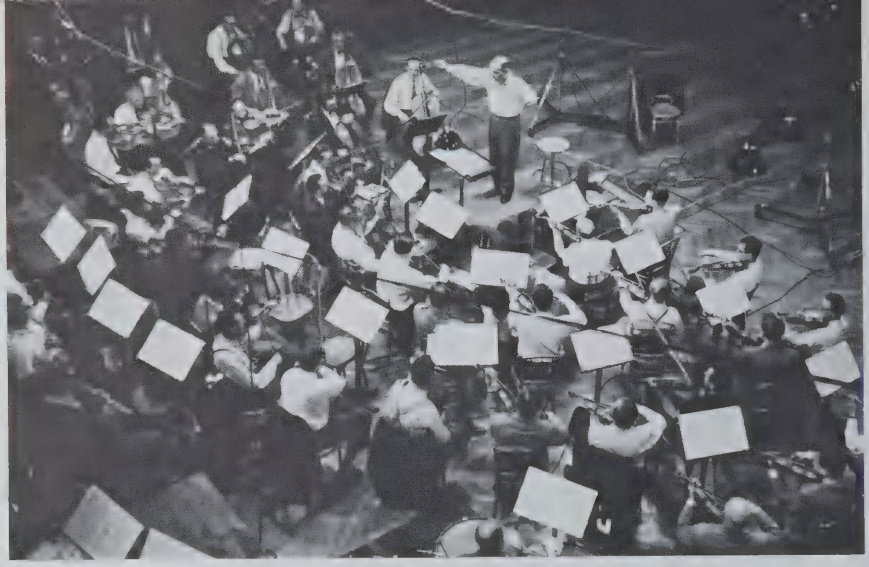
Unit VI

Begin Lesson 1, Guide page 6-1.

Working Together

CONCEPT: Rules• Laws

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "Why do the people in all of these pictures need rules to follow? Musicians? People on the street? Baseball players?"



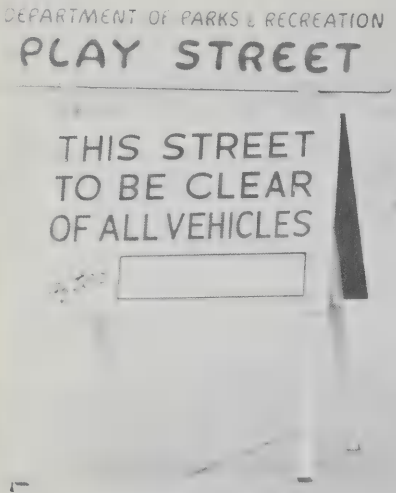
"What rules are all of these people following?"

When you do something by yourself, you are often free to do it as you please. When you go for a walk, you can choose where to go. But when you do something with others, you cannot do just what you want. You follow rules.

Suppose you go for a walk with five of your friends. Suppose you are the only one who wants to go to the playground. Do you think everyone will go to the playground? Why not? What rule will you and your friends follow?

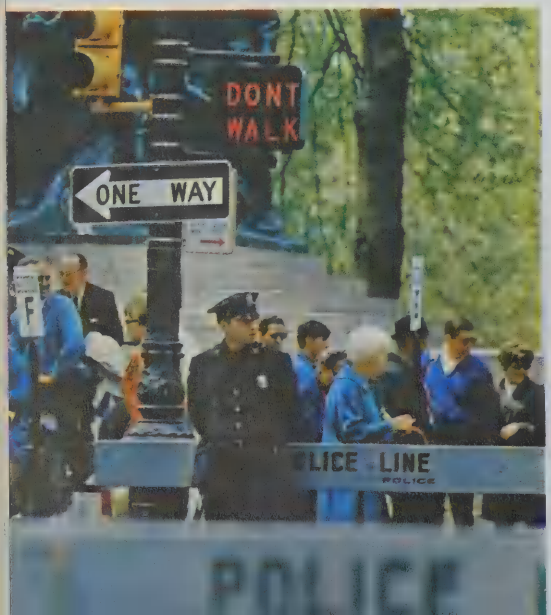
What rules are these people following? What do you think would happen if they stopped following rules?

Direct attention to the picture on this page. Ask: "Who in this picture do you think sees that rules are followed? Is the batter a right handed batter, or a left-handed batter?"



SUGGESTION: Call attention to the pictures on these two pages. Ask: "Who made the law that allowed the boy to play on the street in the top picture on this page? Was it the city government, or the United States government? Who made the laws represented by the bottom picture on the opposite page?"

Ask: "Do you think this boy is having fun? Why do you think he's playing alone?"



Some rules are so important that they are made into laws. The government makes sure that people follow these laws.

The people who live in a community can help make their own laws. Usually, laws help many people. How can the laws shown on these signs help the people in a community?

How do you think the people in these communities helped make these laws?

Ask the pupils to look at the picture on the bottom of this page. Then ask: "Why do you think these people are standing behind the police barricade? Have you ever seen this happen? Where?"

Sometimes people do not believe a law is really helping as much as it should. Then they work to change it. What are some ways to try to change a law?

Direct the children's attention to the people in the picture on this page. Ask: "Do these people look angry? Tell how they look. Why do you think they are standing together? Why are they carrying signs?"

Begin Lesson 2, Guide page 6·2.

Who is following the rules?
How are they following the rules?
Who is breaking the rules?
How are they breaking the rules?
Why should they have followed the rules?

Begin Lesson 3, Guide page 6·2.
Ask: "What subject are these children studying? How can you tell?"

CONCEPT: Taxes · Community Services

Many people work to help make the community a better place. The community pays them money for their services.

People pay money to the community they live in. This money is called **taxes.** Taxes help to pay for the services of community workers.

Direct attention to the pictures on pages 127, 128, and 129. Ask the class what each picture shows. Then ask: "Why does a community need schools? How do taxes help schools?"

S-POLICE N Y C

SUGGESTION: Ask the class to look at the picture on the opposite page and the two pictures on this page. Ask: "Why does a community need policemen, helicopters, fingerprint experts?"

Policemen help protect the people in a community. They see that laws are obeyed. Some policemen patrol the streets. Others direct traffic or try to solve crimes. What are some other jobs done by policemen?

What are the policemen shown here doing?

Direct attention to the picture above. Ask: "What is this man doing? Why is he doing this job?"

Direct attention to the bottom picture on this page. Ask: "What is happening in this picture? Why do you think the people are watching what is going on?"

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "What would happen to a community that did not have any firemen? Do you know of any communities that have firemen who are not paid?"

Firemen are ready to fight fires day and night. They must work quickly. Why is it important that they work together?

Firemen also work to prevent fires. They see that fire laws are obeyed. They talk to people about safety. What are some other jobs done by firemen?

What are some ways people can help a fireman do his job? How can you help prevent fires?

Look at the two pictures on this page. "Why are the firemen in the top picture using axes? In the bottom picture why are the people all wet?"

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "What different jobs are the sanitation workers in these pictures doing? Why are all of these jobs necessary?"

Some men of the sanitation department remove rubbish. Others clean parks and playgrounds. How does keeping our community clean help protect us?

Keeping our water and air clean is also an important job. The air around our cities is often very dirty. Why is this so? What do you think can be done to help keep our air and water clean?

How are these people working to keep the community clean? How do you think the air might have become dirty? How might the beach have become dirty?

"Where do you think this picture was taken?"

CONCEPT: Volunteer Services

Begin Lesson 4, Guide page 6·3.

Some people in the community do volunteer work. They do not have to do this work. They are not paid for it. Why do you think people do volunteer work?

What kind of work are these volunteers doing? How do volunteers help their communities?

What volunteer jobs have you done?

SUGGESTION: Ask the pupils to look at the pictures on this page. Ask: "Who are the volunteers in the top picture? Who are the volunteers in the bottom picture? Why does a community need people to volunteer their services?"

Begin Lesson 5, Guide page 6·4.

Which of these people work for the community?
How do they work for the community?
Who else works for your community?

Begin Lesson 6, Guide page 6·4.

CONCEPT: Elections

SUGGESTION: Ask the pupils to look at the pictures on these two pages. Ask: "Why must a person who wants to vote first register to vote?"

What do these buttons mean to voters?

Direct attention to the picture on this page. Ask: "Why do they give these buttons to people who register to vote?"

People in the United States help decide who their leaders will be. They help decide by voting. Adults who are citizens of the United States may vote.

How do citizens decide whom to vote for? Why is it important for a citizen to vote?

Direct attention to the picture on this page. Ask: "What are the people in this picture going to do? Why does a voter sign his name in a book before he goes in to vote?"

Begin Lesson 7, Guide page 6-5.

CONCEPT: Representative government

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "What is happening in each of these pictures?" Now look again at the top picture on this page and again at the picture on the opposite page. Ask: "Can you tell by looking at the picture of the town meeting of years ago and comparing it to the modern picture on the opposite page, why we do not decide laws in a town meeting today?"

Years ago, most communities in the United States were small. In some places, all the people met together in a town meeting. They talked about the needs of their community. They all helped make the laws for their community.

Direct attention to the picture on the bottom of the page. Ask: "Why do you think these men look so happy? Can you tell what they are doing?"

Today, all the people of a town or city do not meet together to make laws. Why do you think this has changed? Today, people **elect,** or choose, leaders to make laws. These leaders **represent** the people.

An important leader in many communities is the **mayor.** He is the main representative of all the people. Who are some other leaders of your community?

Direct attention to the picture above. You may have to tell the children that these people are gathered together to listen to political speakers. Then ask: "Why do people want to hear what a leader or someone running for office has to say?"

Begin Lesson 8, Guide page 6·6.

CONCEPT: Geographical Divisions

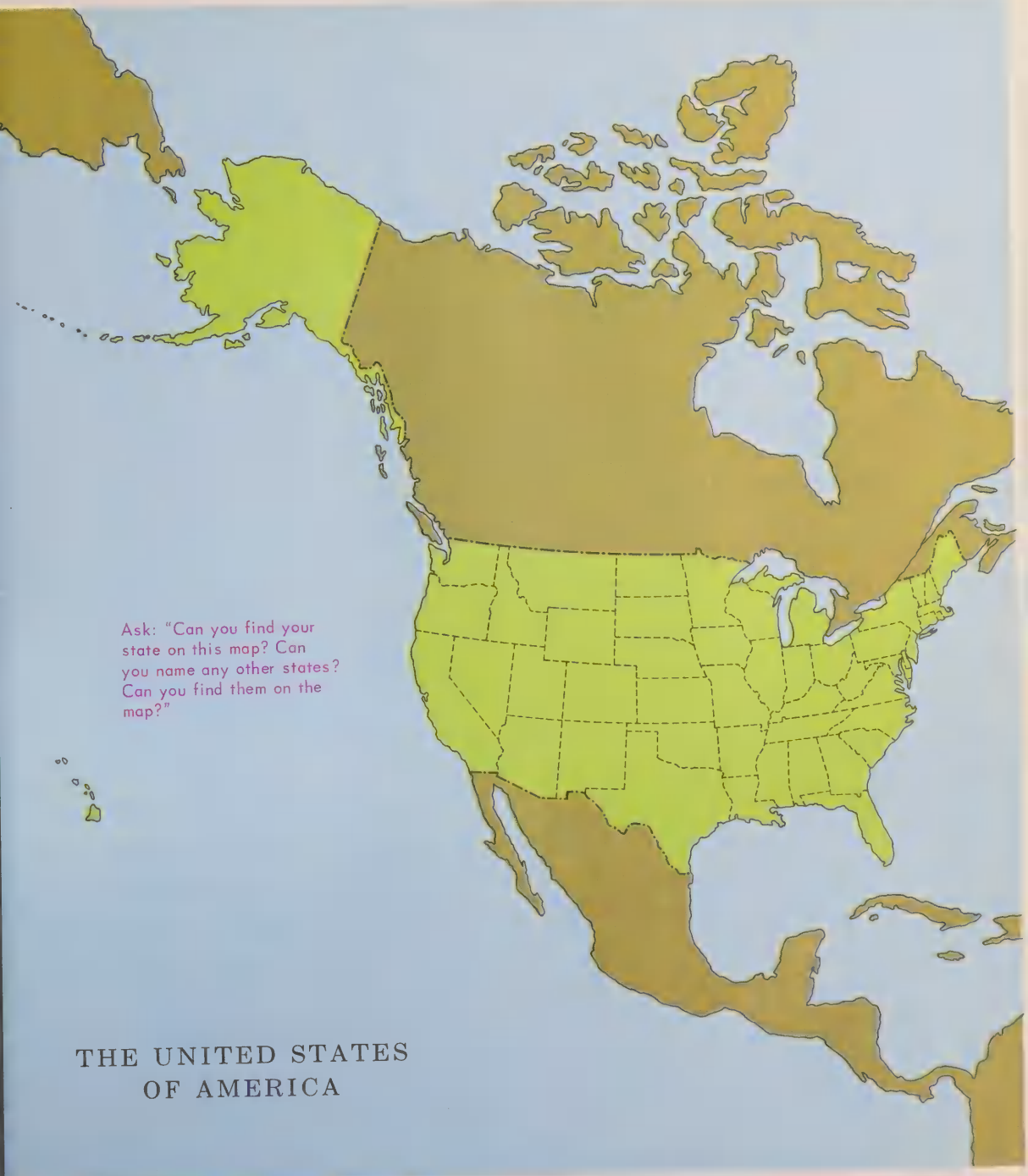
SUGGESTION: Direct attention to the picture above. Ask: "Do you see anyone in the picture above that you know? Who is he? How did he get the job he has?"

"Does anyone know where the picture above was taken?" (The United Nations)

The United States is divided into fifty states. What are some reasons why a country is divided into separate states? What is the name of your state?

An important state leader is called the **governor.** He is elected by all the people of the state. What is the name of the governor of your state?

The leader of the whole United States is the **President.** He is elected by all the people of the country.



Ask: "Can you find your state on this map? Can you name any other states? Can you find them on the map?"

THE UNITED STATES OF AMERICA

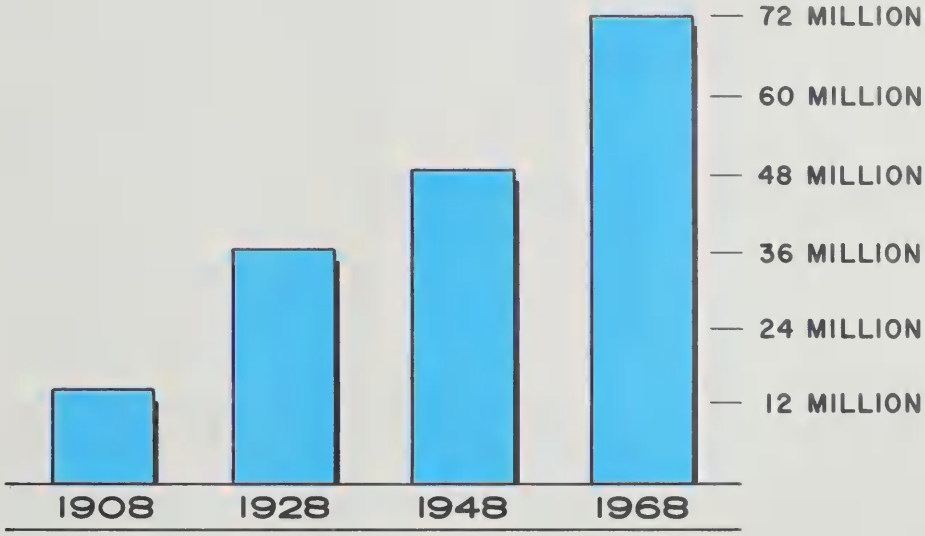
Begin Lesson 9, Guide page 6-7.

CONCEPT: Leadership

SUGGESTION: Direct attention to the picture on this page. Ask: "Do you think these men are elected leaders? How did they get elected? Do they look as if they were talking business or just having fun? How can you tell?"

Many leaders elected by the people work in Washington, D.C. Their day is often busy from breakfast until late at night. There are meetings to go to, reports to read, and people to see. Why is it important that we elect good leaders?

Begin Lesson 10, Guide page 7·8.



This graph shows how many people voted for president in four different elections.
What years are shown?
About how many people voted in each election?
In which election did the least people vote?
In which election did the most people vote?
Explain why this is so.

1. Suppose there were no rules in your school and you could do whatever you wanted. What do you think would happen? Tell a story about a typical day in a school with no rules.

2. Make a class list of all kinds of workers in your community. Which are community helpers? Why or why not?

3. Choose one worker to learn about. Find out what kind of job he does, where he works, who is helped by his work, what education he needed, etc.

4. Find out the names of some of the important leaders of your state, city, and community. Try to find pictures of these leaders for your class bulletin board.

UNIT 7

Greece: Old and New

Introducing the Unit

Unit 7 introduces another country and provides the children with an opportunity to compare and contrast that country with our own, both in ancient times and today.

This unit gives the children a chance to use their newly-learned understandings about the structure of a country, its government, the contributions of its people to both their own times and future times, as well as the effect of land and climate on life and economy.

The class will understand the importance for all of us of the science of archaeology in providing the otherwise unrecorded history of a civilization: how people worked and played, what they thought about, and what they wrote and sang about.

A discussion of modern Greece, its people and their occupations, its land and its industries, furnish an opportunity to contrast and compare modern Greece with the United States and its people.

LESSON 1 (pp 146–147)

CONCEPTS

Law • Athletics • Language

GENERALIZATION

Modern cultures are strongly influenced by civilizations of the past.

PROCESSES

Observing • Comparing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to relate aspects of our culture to that of ancient Greece.

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the picture on p. 145. Ask: "Are the buildings you see here old or new? Why do you think so? Tell the class that these buildings are over 2,000 years old and are in a country called *Greece*. Locate Greece on a world map.

DEVELOPMENT

Instruct the children to silently read the text on page 146. Make certain that they understand the word *ancient* and the phrase *make their own laws* by examining and discussing the sentences, "The people of Greece helped make their own laws a long time ago. We call the people who lived in Greece at that time the ancient Greeks."

Note: The use of indefinite time expressions (e.g., a long time ago) is appropriate; however, more concrete expressions (e.g., two thousand years ago) are also important. The children will need much help in identifying expressions of historic time; do not expect them to be very accurate.

Refer to the picture on p. 147. Identify it as showing Olympic games. Children who are interested in the Olympic games can form a committee to find out more about them.

Have the students study the tablets containing Greek letters on p. 146. Ask: "Have you ever seen any letters that look like the ones in

this picture? If so, where? Which of these letters look like English letters?"

As your next step, read aloud the text on p. 147 to the class. As the text is read, have the pupils individually figure out the answer to the text question. (They might need to use a paper and pencil.) Afterwards, write the answer to the question on the chalkboard.

CONCLUSION

Begin a class book of Greece. It might include pictures from magazines, post cards, drawings, and maps. At this point, just have pupils search for materials. The book should not be finished until near the end of the unit.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Prepare a library corner for the children's use. Include books, pamphlets, and pictures about Greece. The bibliography at the end of this unit will be helpful.
2. Have students make a bulletin board display about the Olympic games—past and present.

LESSON 2 (pp. 148–149)

CONCEPTS

Topography • City state • Citizenship • Direct Democracy

GENERALIZATION

The location and topography of a country influence its structure and culture.

PROCESSES

Observing • Data collecting • Analyzing • Explaining.

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. Give at least one example of how an environment affects social institutions.
2. Explain how the laws were made in ancient Athens.

MATERIALS FOR THE LESSON

Sand table; maps of Greece

Suggested Procedures

INTRODUCTION

Begin the lesson by introducing and explaining the term *city-state,* using the map on page 148 to point out Athens. Point out that the inverted *V*s on the map show where mountains are located, explaining to pupils that these mountains were barriers that separated people in various parts of Greece and helped lead to the development of the many city-states that grew up.

DEVELOPMENT

Further develop the concept by explaining that these same barriers today do not separate people, as they did in the days of ancient Greece. Ask: "Why do you think this is so?" (Better roads and modern methods of transportation, such as cars, trains, planes, and quick communications by radio, telephone, TV, daily newspapers, etc.)

Read the text on page 149 aloud to the class and ask pupils to think about an answer to the text question in the last paragraph on the page. Let several children volunteer to answer. Since children's knowledge of government at this age level is definitely limited, accept any reasonable answer, but try to help pupils clearly see the difference between a democracy and an autocracy. Depending on the ability of your pupils, let them compare a direct democracy, such as the one in ancient Athens, with representative democracy today where the people elect leaders to speak for them, instead of actually participating in a law-making assembly, as most of the citizens of ancient Athens did.

CONCLUSION

Using a sand table or large box of sand, help the class construct "maps" showing the main physical features of Greece. Have them show hilly and level land and bodies of water. The children could build individual models in flat and shallow pans.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Have the students continue to bring in materials (pictures from magazines, post cards, drawings, maps) for the class book of Greece.

2. Dramatize a meeting of citizens helping make laws in ancient Athens.

LESSON 3 (pp. 150–151)

CONCEPTS

Archaeology • The Arts

GENERALIZATION

Art work and ruins can help provide knowledge of ancient civilizations.

PROCESSES

Observing • Data collecting • Analyzing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to explain several ways by which modern man learns of the past.

MATERIAL FOR THE LESSON

Modeling clay

Suggested Procedures

INTRODUCTION

Direct pupils' attention to the pictures on pp. 150 and 151. Ask: "Are these buildings old or new? How can you tell? What do you think might have happened to them?"

DEVELOPMENT

Ask the students who they think might have used the buildings. "What do you think they might have been used for?" (The students might point out that one of the structures is still in use today.) "How might knowing about these buildings help us learn about life in ancient Greece?"

Proceed by reading aloud the text on page 151 to the class. Ask pupils to think about answers for the text questions as they are read. Afterwards, let pupils explain their answers. Take time to answer each question separately.

Ask children to draw a picture showing how the buildings or statues on these pages might have looked many years ago. Afterwards, let children show and talk about their pictures.

CONCLUSION

Have the pupils use clay to make models of ancient Greek buildings. Perhaps some children may wish to work in groups and construct a model of an ancient Greek village. If so, additional materials such as construction paper, crayons, toothpicks, and small pieces of wood will be needed.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask children to continue bringing in pictures, maps, etc. for the class booklet on Greece. At this time, make plans about the organization of the booklet (e.g., it might have two major divisions: ancient Greece and modern Greece). Let the children make the decision.

2. Ask children to observe buildings in their community. Has weather changed the way any of these buildings look? Discuss the children's observations.

LESSON 4 (pp. 152–155)

CONCEPT

Archaeology

GENERALIZATION

Archaeologists uncover and study ruins to learn how people lived in ancient times.

PROCESSES

Observing • Data collecting • Analyzing • Interpreting

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to explain how artifacts provide information about an ancient culture.

Suggested Procedures

INTRODUCTION

Begin this lesson by discussing the different ways we have to find out about the people of ancient Greece—the way they lived, their buildings, their tools, etc. For example, "How do the ruins of buildings help us learn about the people of ancient Greece? What else might be helpful?"

DEVELOPMENT

Direct pupil's attention to the pictures on pp. 152 and 153. "What are the people doing? Why do you think they are working in the ruins?" (Students might not know that as time passes, cities often become buried in layers of dirt and sand; thus, their ways of life are hidden from us.)

Call attention to the text questions on pp. 152-153 and ask the children to think of answers as they read the pages silently.

Have the children study the pictures on p. 154 and then answer the text question. Extend this lesson by also referring to other pictures of ancient Greek art in the unit.

CONCLUSION

Have pupils study page 155 silently. Ask them to read the study questions silently. After some time for thought, lead a class discussion directed at the study questions. Information might be organized on a chart, with the headings *Items Found by Archaeologists* and *What Archaeologists Could Learn About How We Lived.*

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Ask children to think of additional items that might be found by archaeologists a thousand years from now. Ask: "From studying them, what could archaeologists tell about how we lived?"

2. Have pupils draw a picture of archaeologists at work. Before they begin, discuss how archaeologists work, the tools they use, etc.

LESSON 5 (pp. 156–157)

CONCEPTS

Education • Philosophy • Athletics • Drama

GENERALIZATION

The emphasis that a civilization places on educations, athletics, and the arts tell us much about its culture.

PROCESSES

Observing • Interpreting • Analyzing

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to cite evidence that the arts and sports were important to ancient Greece.

MATERIALS FOR THE LESSON

Crayons, colored construction paper

Suggested Procedures

INTRODUCTION

Begin the lesson by selecting several pictures of ancient Greek art in the unit for the

class to study. Then ask, "Which is the most beautiful?" Let the pupils vote and tally the choices. Use this exercise as a lead-in for the text on page 156 which can be used to develop the concept of subjectivity.

DEVELOPMENT

Have the students read the text on p. 156 silently. After they have finished, discuss the questions one by one. The students will then realize why some questions are difficult to answer.

Depending upon the ability of your class, you might want to mention that the study of questions such as these is called *philosophy*.

Have the students refer to the pictures on p. 157. "What are the men in the top drawing doing? What do you think the masks in the bottom picture might have been used for? What do all of these pictures tell us about life in ancient Greece?"

CONCLUSION

Using crayons and colored construction paper, have the pupils make masks like the ones used in the Greek plays. Let each pupil tell about his mask—the character who might wear it, what kind of feeling the mask gives people, etc.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Continue work on the class book of Greece.

2. Ask the students if any of them ever participated in a sports contest or a play contest. If so, they could draw pictures of the event; if a pupil won a contest, he could bring his award to class.

LESSON 6 (pp. 158–159)

CONCEPTS

Religion • Mythology

GENERALIZATION

Religion has played an important role in all cultures, both ancient and modern.

PROCESSES

Observing • Synthesizing • Interpreting • Listing

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list two or three gods the ancient Greeks worshiped and tell what each was believed to control.

Suggested Procedures

INTRODUCTION

Have pupils look at the drawings on p. 158. Ask: "Do you think these are drawings of real people? Why or why not?" (The drawings of Pan and Mercury may be cited as evidence that these drawings do not show real people.) Tell the class that these drawings portray Greek gods and goddesses. (Differentiate between a god and a goddess.)

DEVELOPMENT

Have the students read the text to learn about the Greek gods and goddesses. They might need help with the pronunciation of names. Afterwards, lead a discussion answering the question on the bottom of the page.

In order, going clockwise, the gods and goddesses portrayed on this page are: top, center, Zeus; Hephaestus, god of fire and metalworking; Neptune, ruler of the waters; Demeter; Mercury, messenger of the gods; Hercules, strong hero; Pan, god of the country; and Hera.

Read the text on p. 159 to the class. Afterwards, discuss the myth. In your discussion, you might want to ask the class what the word *echo* means in English.

CONCLUSION

Have children make puppets to represent the characters in the myth about Echo. Keep

the puppets simple and uncomplicated; stick puppets, sack puppets, and hand puppets are suitable for pupils at this level. Using the puppets, have the students act out the myth about Echo.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Continue to work on the class book of Greece.

2. Read other Greek myths to the pupils. Find Greek myths that the pupils can read. Have them tell the class about those that they read.

LESSON 7 (pp. 160–161)

CONCEPTS

Geographical Adaptation • Agriculture

GENERALIZATION

As a result of topographical limitations, people adapt their methods of food production to their environment.

PROCESSES

Observing • Comparing • Interpreting • Identifying

LEARNING OBJECTIVE

After studying this lesson, pupils will be able to identify some of the conditions which exist in rural Greece.

Suggested Procedures

INTRODUCTION

Refer the pupils to the pictures on pp. 160 and 161. Have the students answer the questions in the blue panel. Then, ask the class: "Have you ever seen people in the United States do these types of jobs? Have you ever seen pictures of people here doing these jobs? If so, which jobs? How do some methods of working differ in Greece and the United States?"

DEVELOPMENT

Have children silently read the text on pp. 160 and 161. Ask the pupils to answer the text questions. Discuss their answers. Discuss why the climate in Greece is conducive to growing certain kinds of crops. Help students understand that environment can influence a way of life.

To help children thoroughly understand why people do not farm in some areas of Greece, refer again to the top picture on p. 160. Explain that sheep and goats are often raised in areas where the soil is too rocky to farm.

Have pupils make a chart listing and illustrating some of the most important crops and animals raised in Greece. Encourage students to consult books in the library corner.

CONCLUSION

Have each child draw a picture of a family living in a small Greek village (e.g., a farming village or a fishing village.) Ask the pupils to show in their pictures the kinds of work these people do, the crops they raise, etc.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Continue work on the class book of Greece.

2. Some of the Greek farmers raise sheep and goats. Talk with the children about the importance of these animals. Have a committee of pupils find out how wool can be made into cloth.

LESSON 8 (pp. 162–165)

CONCEPTS

Urban growth • Transportation

GENERALIZATIONS

1. Many old cities are mixtures of the ancient and modern worlds.

2. Transportation is necessary to the growth and development of cities.

PROCESSES

Observing • Comparing • Identifying • Interpreting

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to:

1. List similarities and differences between cities in Greece and the United States.
2. Explain why shipping is so important to the economic growth of Greece.

MATERIALS FOR THE LESSON

Boxes, cartons, modeling clay, art supplies

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing two United States seaport cities which were studied previously: New York and San Diego. (Children might turn to pp. 54 and 62 to review.) Ask: "What kind of work and workers are needed in a seaport city? Would any special buildings be needed?" Have the children study the pictures on pages 164-165 and compare them to the pictures of New York and San Diego.

DEVELOPMENT

Direct pupils' attention to the pictures of Athens on pp. 162 and 163. Ask: "How can you tell that Athens is a big city? Does the picture on p. 163 look as though it might have been taken in the U.S. instead of Athens? Why or why not? How is it like a city in the U.S.? How is it different?"

Have children silently read the text on p. 162 to the class. Afterwards, have the pupils answer the text questions in the second paragraph. Ask the students if the city they live in or the city nearest their homes has aspects of both the old and new. If so, explain.

Have the students find the United States on the classroom globe; then ask them to find Greece. Discuss the position of Greece on the globe in relation to the United States. Have pupils trace the route of a ship from Athens to a seaport in our nation. Plan a different return route.

CONCLUSION

Let the class make dioramas showing different areas of Greece—a small farming village, a fishing village, a scene in Athens, etc. Help the children organize the ideas to be used. Allow time for discussion and decision making. Let each child make a sketch of his plan for a scene.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Finish work on the class book of Greece.
2. Have the pupils draw pictures showing the old and the new existing side by side in a city they live in or have visited.

LESSON 9 (p. 166)

CONCEPTS

Tourism • Travel

GENERALIZATION

Sites of ancient civilizations and spots of great natural beauty attract tourists from all over the world.

PROCESSES

Observing • Comparing • Listing • Explaining.

LEARNING OBJECTIVES

After studying this lesson, pupils will be able to list places they would like to see in Greece and explain why they would like to visit them.

MATERIALS FOR THE LESSON

Map of Greece, tourist guides and posters, art supplies

Suggested Procedures

INTRODUCTION

Begin this lesson by reviewing previous lessons on Greece. Talk about the ancient Greek ruins, Greek farming and fishing villages, Athens, etc.

DEVELOPMENT

Ask pupils to read the text and look carefully at the pictures on p. 166. After some time for individual study, ask them for their answers to the text questions. As different places are mentioned, you might list them on the chalkboard on a chart with the headings *Places I Would Like to Visit* and *Why*.

Ask the children to draw a picture of the place in Greece they would most like to visit. When the drawings are completed, let each pupil display his picture and tell about it.

CONCLUSION

The children will enjoy making a tourist guide for Greece. Show the pupils examples of tourist guides and list the types of information they contain. The class guide can include magazine pictures, post cards, drawings, and maps. It should tell about places to visit and see, the geography and climate, etc.

ADDITIONAL ACTIVITIES AND DISCUSSION

1. Posters may be made to advertise a visit to Greece.
2. Using a large wall map of Greece, help the children locate the places they would like to visit.

LESSON 10 (p. 167)

Direct pupils' attention to the drawings on p. 167. Ask them to talk about what they observe, and allow them to ask questions about the drawings.

Have pupils read the study questions and answer them silently. After some time for study, lead a class discussion directed at the study questions. As pupils respond to the last two questions "In what ways has Greece changed?" and "In what ways has Greece remained the same?", it might be helpful to organize the information on a chart with the headings *Ways Greece Has Changed,* and *Ways Greece Has Remained the Same.*

REVIEWING THE UNIT (p. 168)

The activities on this page will strengthen the children's understanding of times past which is a difficult concept for young children. The importance of an archaeologist and his work become clearer to the children when they have the opportunity to do similar work.

Suggested Additional Readings and Picture Sources

FOR PUPILS

Fenton, Sophia H. *Greece* (New York: Holt, Rinehart and Winston, Inc., 1969).

Glubok, Shirley. *The Art of Ancient Greece* (New York: Antheneum, 1963).

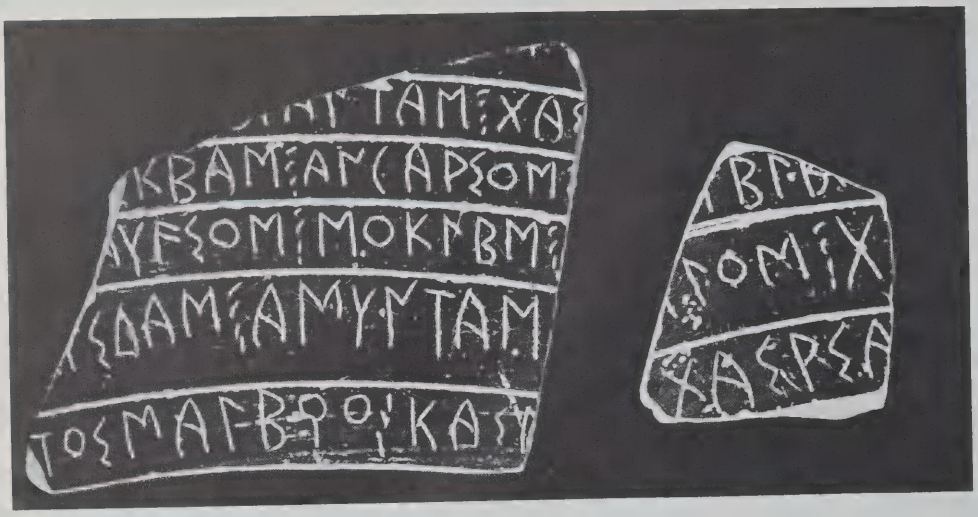
Rockwell, Anne. *Temple on a Hill* (New York: Antheneum, 1969).

Wilson, Barbara. *Greek Fairy Tales* (Chicago: Follett Publishing Company, 1966).

Begin Lesson 1, Guide page 7·1.

Unit VII

Greece: Old and New



CONCEPTS: Law · Athletics · Language

SUGGESTION: Direct attention to the picture on this page. Ask: "What do you think the picture shows? Where do you think it came from? Does it look like anything you have ever seen before? Tell what."

People in the United States help make their own laws. This idea is very old. The people of Greece helped make their own laws a long time ago. We call the people who lived in Greece at that time the **ancient Greeks.**

The ancient Greeks gave the world many other ideas. They started the **Olympic** games. The Olympic games were contests in sports, music, and writing. They were held every four years for people from all over Greece. Today people from all over the world take part in Olympic games.

Many English words come from the Greek language. The first letter in the Greek language is called "alpha." The second is called "beta." What English word was made from the names of those two letters?

Which Greek letters look like English letters?

Direct attention to the picture on this page. Ask: "What is going on in the picture? Why do you think they are having the parade? Do you think all of these people came from the same place? How do you know?"

Begin Lesson 2, Guide page 7·2.

CONCEPTS: Topography · City state · Citizenship · Direct democracy

SUGGESTION: Direct attention to the map on this page. Ask: "Why do you think Athens is labeled on the map? Why does it have a black dot under it?" Then ask the pupils to look at the picture on the opposite page. Ask: "Where do they think that picture was taken?"

Look at the map on this page. Find the Greek islands. What kind of land do you see in much of Greece?

In ancient times, Greece was divided into many separate **city-states.** Today, Greece is made up of many small villages. How can the map help explain why this has taken place?

Athens was a Greek city-state.

In ancient Athens, all the men who were citizens helped make the laws. They met in a building that looked just like the one on this page.

Every citizen could speak for himself. He could speak about anything, as long as the others would listen. The Greeks were the first to have many people take part in government. How is that different from having one ruler decide everything for the people?

"Look at the picture on this page. Do you think that is a new building or an old building? How can you tell?"

Begin Lesson 3, Guide page 7·3.
CONCEPTS: Archaeology • The Arts

Look at the pictures on this page. The statue and building are very old. Buildings and artwork that remain from long ago are called **ruins.**

Over the years, weather can change the way a statue or building looks. How? How can war also change the way something looks? How do you think these statues might have looked a long time ago?

SUGGESTION: Direct attention to the pictures on this page and the one on the opposite page. Ask: "Do all of these pictures show something very old? Why do we care about very old buildings or statues?"

Begin Lesson 4, Guide page 7-3.

CONCEPT: Archaeology

Digging up ancient Greek art is a hard job. Some of the art is above the ground. But over the years other art work has been buried. It must be dug out of the ground.

Men called **archeologists** dig for the ruins. Archeologists must work carefully. They do not want to break something that has been buried since ancient times. Why not?

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "What are the people in these pictures doing? Why do they do it? Do they help us in any way? Tell how."

Archeologists never know what they will find. Sometimes they find bowls and plates. Other times they dig up coins and tools and jewelry.

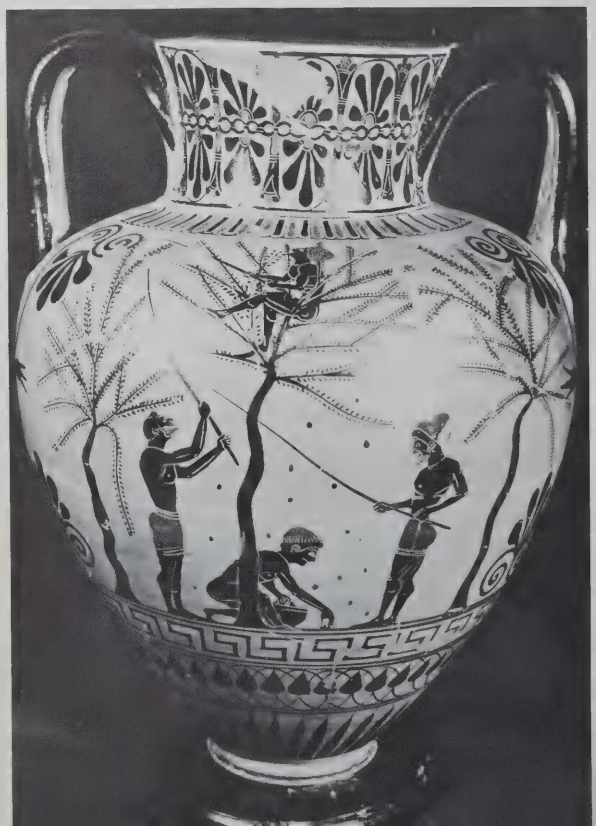
Archeologists study what they find. Ruins have given us much information on how the people of ancient Greece lived. What can the discovery of coins tell us about people who lived long ago?

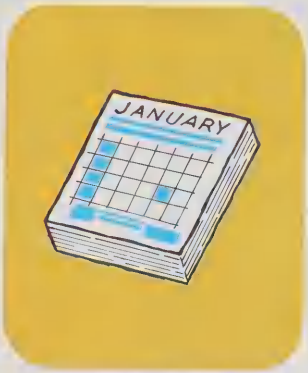
Direct attention to the picture on this page. "These men look as though they were uncovering nothing but big rocks, but it was probably once a large and beautiful building. How do you think they can ever find out what these pieces belonged to?"

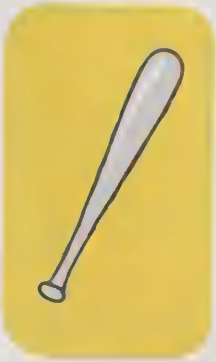
Direct attention to the pictures on this page. Ask: "What can you learn about the ancient Greeks by looking at these pictures?"

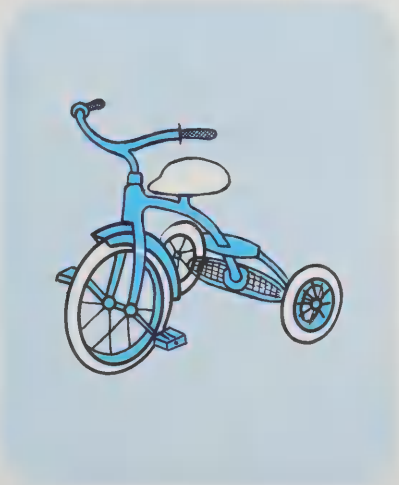
Artists in ancient Greece painted pictures on bowls, plates, and jars. Sometimes, the pictures they painted told a story. Often, they showed people doing everyday things like eating or running.

The pictures on these pages were painted by ancient Greek artists. What do they show about life in ancient Greece?









Suppose an archeologist a thousand years from now dug up the items shown here.
From studying them, what could he tell about how we lived?

Begin Lesson 5, Guide page 7·4.

CONCEPTS: Education · Philosophy · Athletics · Drama

SUGGESTION: Direct attention to the picture on this page. "Do you think this picture shows people today or very long ago?" How can you tell? What do you think they are doing?"

Teachers in ancient Greece asked many questions.

They asked, "What is good and bad?"

They asked, "What is beautiful?"

They asked, "How should people act toward each other?"

The teachers wanted their students to answer these questions. Do you think these questions are easy to answer?

Direct attention to the picture on the top of this page. Ask: "What are these men doing?"

Some days in ancient Greece were special. Athletes took part in sports contests. Actors took part in play contests.

When the Greeks acted in plays, they wore masks like the ones on this page. What kind of feeling does each mask give you? Why do you think the actors wore masks like these?

Call attention to the picture at the bottom of the page. Ask: "Why do you think actors wore masks in a play? Do actors wear masks today? Do you ever wear a mask? Why? When?"

Begin Lesson 6, Guide page 7·5.

CONCEPTS:
Religion · Mythology

The ancient Greeks believed in many gods. These gods looked and acted like people. But they were much more powerful.

The king of the gods was named Zeus. He was the god of the sky. Zeus could send thunderbolts down to earth when he was angry. But he could also help people.

Hera was the wife of Zeus. She was the goddess of marriage. The goddess of grain was Demeter. She had the power to make crops grow.

SUGGESTION: Direct attention to the drawings on this page. Ask: "Can you tell from the drawings what special things each god was famous for?"

Look at the drawings of the gods and goddesses. What special power do you think each one has?

How can you tell"

The Greeks loved stories about their gods and goddesses. We call these stories myths. This myth is about Echo.

Echo was a beautiful goddess. But she had one fault. She loved to talk, and she always wanted to have the last word.

Echo's tongue got her into trouble. One day she told a lie to Hera. When Hera found out, she was very angry.

"Echo, you lied to me. You will no longer be able to do what you love most. From now on, you will only be able to repeat the last words you hear."

Many months later, Echo saw a handsome young man. She fell in love with him. She wanted him to notice her. But she could not call out to him.

Echo wept and wept. She hid in a cave in the mountains. She cried so much that she couldn't eat. Each day she grew thinner. Finally, there was no flesh left on her. Then her bones turned to rocks.

The only thing left of Echo was her voice. Her voice still lives. She still answers anyone who speaks near her. And she still always has the last word.

CONCEPTS: Geographical Adaptation • Agriculture

SUGGESTION: Call attention to the pictures on these pages. Ask: "Do you think these people live in a city or a small village? How can you tell? Do these people dress as we do? How are they alike? How are they different?"

Begin Lesson 7, Guide page 7·6.

Today, many of the people in Greece live in small villages. Most Greek villages are not far from the sea. What kinds of work do you think the people in these villages might do?

"Do you think this lady likes what she is doing? How can you tell?"

What are these people doing?
What do you think their jobs might be?
Why do you think so?

"Is this man's job important? Tell why."

In some villages, the farmers work on the nearby land. But not too much land in Greece is good for farming. Can you explain why?

Where the soil is good, farmers grow olives, grapes, and tobacco. They also grow lemons, oranges, and figs. They raise sheep and goats.

What do these pictures tell you about life in Greece?

Direct attention to the picture at the top of this page. Ask: "Why do you think the woman in the picture is carrying the jug on her shoulder? What do you think is in the jug? Why do you think they come here to get their jugs filled?"

Direct attention to the picture on the bottom of this page. Ask: "Do you think these women make these rugs? Why do think they make them?"

Begin Lesson 8, Guide page 7·6.

CONCEPTS: Urban growth • Transportation

"What kind of a market is this?"

Athens is the largest city in Greece. It is a seaport city. Many ships from all over the world carry goods to and from the harbor.

Some buildings in Athens were built in ancient times. Others were built no more than a year ago. In Athens, the old and the new live together. Look at these pictures of Athens. What do you see that is old? What do you see that is new?

How is Athens like a city in the United States? How is it different?

SUGGESTION: Suggest that the class look back on the previous two pages. Then look at the pictures on these two pages. Ask: "How are the places different? How are the people different? Why do you think the places look different? Why do you think the people look different?"

Direct attention to the picture on this page. Ask: "What things do you see in this picture that you might find in a city in the United States? What do you see in this picture that you would not see in the United States?"

SUGGESTION: Direct attention to the pictures on these two pages. Ask: "How many kinds of industry would be helped by being so close to water?"

"Look at the ships in this picture. Do you think they carry mostly people or do they carry goods?"

In modern Greece, shipping is a very important business. Greece has many ships that carry products of different countries all over the world.

Products of Greece are also shipped to other countries. What are some products that might be shipped from Greece?

Direct attention to the picture on this page. Ask: "What kind of goods are being put aboard the ship? Why do you think they are being put on the ship?"

Begin Lesson 9, Guide page 7·7.
CONCEPTS: Tourism • Travel
SUGGESTION: Call attention to the pictures on this page. Ask: "From the pictures, how many reasons can you think of for why people want to visit Greece?"

Many visitors come to Greece. Why do you think people want to visit Greece? What places in Greece would you like to visit? Why?

What kind of place are the people at the left visiting?
Why do you think people like to visit the countryside in Greece?

"Look at the picture on the top of the page. Are these people visiting an ancient building or a modern building?"

Call attention to the picture at the bottom of the page. Ask: "What is the man in the picture doing? Why is he doing that?"

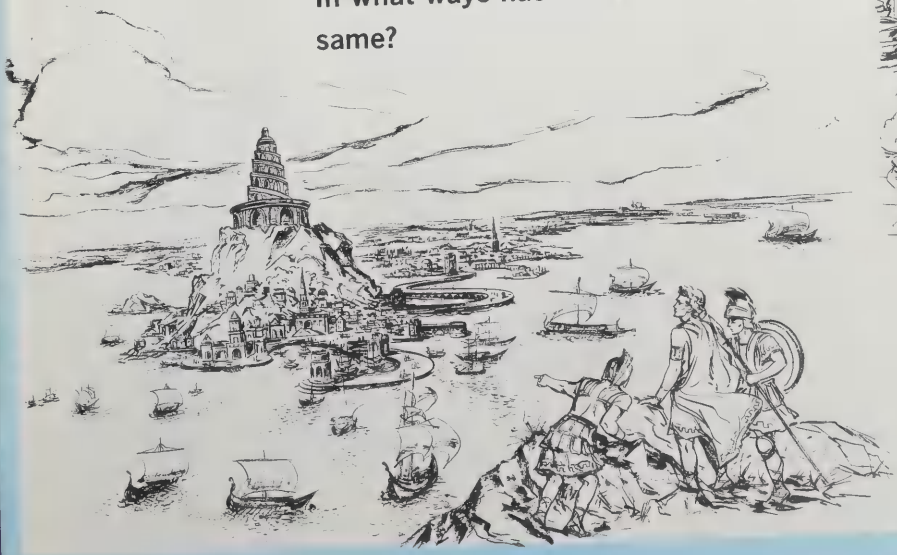
Begin Lesson 10, Guide page 7·8.

What do these drawings show about life in ancient Greece?

Do you think life in Greece is still this way today?

In what ways has Greece changed?

In what ways has Greece remained the same?



1. Paint a picture on a bowl or a jar. This picture should show something about your everyday life. If you do not have a bowl or jar, draw one and then paint a picture on it.

2. Show your jar to the class. Have them pretend to be archeologists. Try to discover what the drawings tell about life in modern America.

3. Find a book of Greek myths. Read one. Tell your class about it.

4. Look through magazines to find pictures of Greece. Cut them out. Make a class bulletin board.

GLOSSARY

ancient. Very old, as in time long past or people living many years ago

archeology. The science that deals with past human life and activities as shown by objects left by ancient people

area. A certain space or section often used in a special way

capital. A city which is the center of government of a state or nation

central. Placed at, in, or near the middle

city-state. A self-governing state made up of a city and surrounding land

communication. The means of sharing ideas with other people, as by speech, letter, radio, or television

community. The people living in a certain place (as a village or city); the place itself

elect. To choose by vote

foundation. The base upon which something rests

goods. Products that are made for use and for sale

governor. The chief leader of a state

income. A gain usually in money from work or business

industrial. Having to do with factories

mayor. The chief leader of a city

need. Something necessary for daily life, as food, clothing, or water

neighbor. A person living near another

neighborhood. A certain place or section in which people live near one another

president. The chief leader of a nation

rent. Money paid for the use of another person's property

represent. To act for or in place of

residential. Used as a place to live

ruins. What is left after something is destroyed

rule. A guide for action

services. Work that does not produce goods

site. The place or scene of something

suburb. A smaller community near a city

tax. A charge made on people, property, or goods

transportation. Means of traveling or carrying something from one place to another

volunteer. A person who does something without being asked; done of one's own free will

want. A wish for something

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